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A FOLLOW-UP STUDY OF POCATELLO AND IDAHO FALLS HIGH SCHOOL GRADUATES (1954-1963).

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OF THE ESTIMATED 8,500 GRADUATES OF POCATELLO AND IDAHO FALLS HIGH SCHOOLS FROM 1954-63, 3,660 COMPLETED AND RETURNED QUESTIONNAIRES COVERING THEIR EDUCATIONAL AND OCCUPATIONAL EXPERIENCES. THE QUESTIONNAIRE WAS DESIGNED TO ELICIT INFORMATION IN THE FOLLOWING AREAS--(1) PERSONAL INFORMATION, (2) POST-HIGH SCHOOL EDUCATIONAL ATTAINMENT, (3) EVALUATION OF THE CURRICULAR PROGRAM, (4) PERSONAL ADJUSTMENT PROBLEMS AFTER GRADUATION, (5) LEISURE TIME ACTIVITIES, AND (6) OCCUPATIONAL INFORMATION. A PERSONAL DATA SHEET CONTAINING INFORMATION FROM THE STUDENT'S CUMULATIVE RECORD WAS PREPARED FOR EACH RESPONDENT. FINDINGS INCLUDED--(1) MANY INDICATED A NEED FOR ADDITIONAL EDUCATION IN SCHOOL PERTAINING TO FAMILY AND INTERPERSONAL RELATIONSHIPS, AND SEX EDUCATION, (2) OVER 50 PERCENT OF THOSE ENTERING COLLEGE DROPPED OUT, (3) THE GUIDANCE PROGRAM WAS GENERALLY INADEQUATE AND INEFFECTIVE FOR THE MAJORITY OF THE STUDENTS, AND (4) THE EDUCATIONAL PROGRAMS IN THE TWO SCHOOLS WERE NOT ADEQUATELY MEETING THE NEEDS OF GRADUATES IN TERMS OF OCCUPATIONAL INFORMATION, VOCATIONAL TRAINING, AND POST-HIGH SCHOOL JOB PLACEMENT. IT WAS RECOMMENDED THAT A DISTRICT-WIDE EVALUATION OF THE SCHOOL PROGRAM BE INITIATED. (PS)

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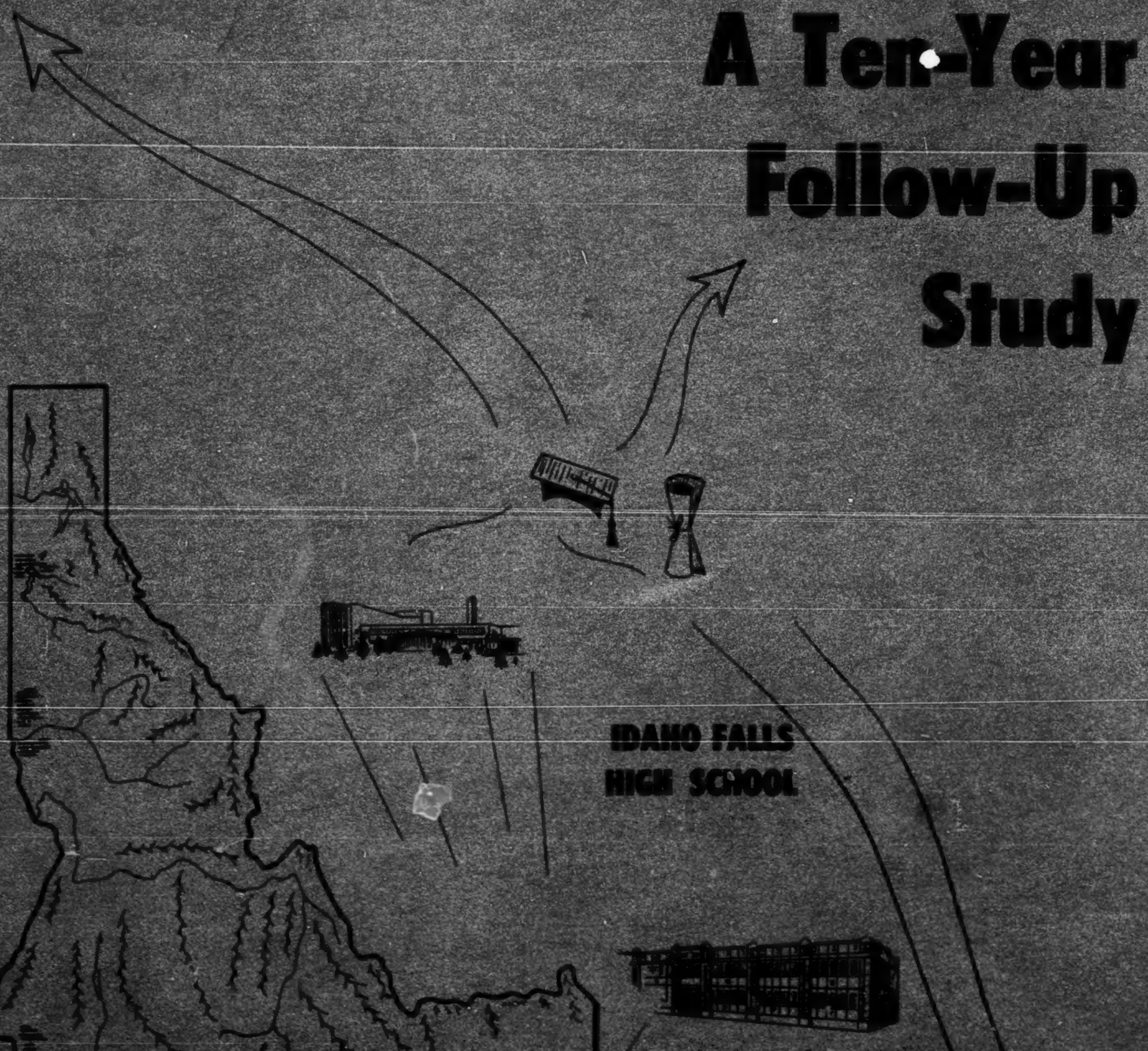
A Ten-Year Follow-Up Study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A FOLLOW-UP STUDY OF POCATELLO AND IDAHO FALLS HIGH SCHOOL GRADUATES (1954-1963)

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M.F.
L.E.W.

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

Background

Our modern civilization is characterized by a rapid and extensive technological development. The resulting increase in complexity of modern living has in turn increased our concern for education and the preparation of our children for their place in this complex society. The task of the public school has also greatly increased both in quantity and quality. The school must teach more complex material at an earlier age and more per unit of time. The 1960's will probably be remembered as turbulent times in American education. Throughout the nation educators have worked in an unprecedented manner to master the intricacies of modern curricula, school desegregation, federal involvement, and assessment and evaluation. With few exceptions neglect in assessment and evaluation has been the glaring shortcoming of this entire educational movement.

The variability of professional opinions in educational matters is probably wider than in any other profession. Authoritative persons or groups of persons can be found to take either positive or negative stands on almost every educational issue. Both professional and lay criticisms of the public schools, for all the headaches they have caused educators, have consistently pointed out the lack of objective information upon which to base current educational philosophies, policies, and procedures. Major changes in the past decade and proposed changes for the future once again emphasize the need to know objectively the status and effectiveness of present educational practices.

Two related arguments have been advanced concerning the nature of research skills of the professional educator: (1) the educator should be primarily a consumer of research and not a researcher himself; and, (2) as a consumer of research he needs a different or qualitatively less demanding type of training in research techniques. In answer to these arguments one must remember that the intelligent consumer of increasingly complex research will need similar levels of skill in theory, research design, and techniques of analysis as the persons actively engaged in research.

Many attempts have been made to establish objectively sound evaluation techniques on which to base educational practices. In the past much emphasis was given to the moral values and educational practices were evaluated primarily in terms of acquisition of these moral goals. More recently with the breakdown of these long accepted values, other criteria must be developed upon which to evaluate and measure effectiveness and change.

Since success of industries and manufacturers is primarily determined by the product produced, much emphasis is placed on quality, salability, and product control. Public education also recognizes a product in the form of its graduates with varying abilities and marketable skills. By studying and evaluating this product in light of the curriculum, instructional programs, and guidance services, necessary changes and modifications in the educational program can be made. The follow-up study, while utilizing interviewing and/or questionnaire technique, is an accepted procedure for collecting the necessary information for determining the need for change in the curriculum since the study of the problems and experiences of former pupils provides pertinent data as to the success and the appropriateness of these educational programs.

Statement of the Problem

It was the purpose of this study to investigate the educational and occupational experiences of graduates from the Pocatello and Idaho Falls High Schools over a ten-year period (1954 - 1963), and to secure their attitudes pertaining to the general effectiveness of the educational programs provided by the respective high schools.

Specific factors investigated were the following: (1) the family and marital status of graduates; (2) number and percentage of graduates attending college, trade or technical school, and percentage entering directly into employment upon graduation from high school; (3) attitudes and opinions of graduates as to the effectiveness of the guidance and counseling service, library service, and courses of study; (4) curricular areas where graduates felt more or less emphasis should be given in preparation for higher education, immediate occupational placement, and meeting the needs of everyday life; (5) adjustment problems encountered following graduation; (6) leisure time activities; (7) types and classification of occupations entered by graduates and degree of job satisfaction; (8) method and facilities whereby former graduates obtained employment; (9) individual earning power and family incomes; (10) geographic location of current employment, and (11) relationships between present occupations, level of educational attainment, and variables identified during the high school career including attendance, educational programs, cumulative grade point, and scores on achievement and ability tests.

Importance of the Problem

Public education affects, either directly or indirectly, virtually every man, woman, and child in the United States. Recent studies indicated that approximately 93 per cent of all youth between the ages of fourteen and seventeen are enrolled in secondary schools. Furthermore, approximately 72 per cent of our young people currently graduate from high school.[21] Not only have there been vast increases in the number of young people attending school, but the financial cost of education has also taken a sharp incline. For example, in 1930 expenditures per pupil in average daily attendance were approximately $108. In 1966 the expenditure was $641.[21] Furthermore, education has recently been looked upon as the most effective method to bring about social change and improve social equality. DeWitt summed up the importance of the problem in stating:

> Any nation, rich or poor, makes two kinds of investment to promote its well-being and growth. It invests in things and it invests in people. . . . Investment in people creates "human capital" --an embodiment of resources devoted to producing, maintaining and increasing the capabilities of human beings as participants in the social modes of production. Human resource development is the social process of the production, distribution, and utilization of the knowledge, the skills, and the capacities of all of the people in a society. If a society is unable to develop its human resources, it cannot develop much else, be its technology, political or social institutions, material or cultural welfare, or its economy.[4]

Education is a major and perhaps even a supreme constructive force in human investment and the healthy growth of the individual and society.[15] The central importance education occupies in our society dictates the necessity of continuous evaluation. Strengths and weaknesses must be identified, and strategies for better meeting the stated objectives of education implemented.

Limitations of the Study

A unique characteristic of a follow-up study is its limited application to the educational program in the specific geographic location which it represents. The present study was confined to members of ten graduating classes (1954-1963) from the Pocatello and Idaho Falls High Schools in southeastern Idaho. Students who transferred into the two districts and graduated during these years were counted as graduates for the purpose of the study. No attempt was made to include dropouts or persons who left school during the period. The major instruments used in the collection of the necessary data in this study consisted of a questionnaire requesting opinions from former graduates and a personal data sheet taken from permanent school records. Therefore, the present study is subject to the limitations generally found in follow-up studies and opinion type research. These limitations and biases are rather fully discussed by Rothney and Mooren in research reported in 1962.[18]

The personal characteristics of the subjects responding to the questionnaire in this study are contained on pages 14 and 55 in tables II and XXXII of Appendix B and C respectively.

The findings of this study and the implications which they bring forth are subject to the prementioned limitations and are applicable only to the participating school districts under the conditions which then existed.

Definition of terms

The following terms were used operationally throughout this study:

Curriculum refers to all the activities experienced by students while attending school. This term includes extra-curricular activities unless otherwise noted.

Cumulative Records refers to official records of the high school for each student. This record lists all pertinent data regarding the student and his educational activities throughout his public school--elementary and secondary--career.

Extra-Curricular Activities means those activities which include experiences with student government, student publications, homeroom, assemblies, social activities, dramatics, music, athletics and debating.

Follow-Up means the gathering of information through the use of the questionnaire from former students.

Graduates refers to those students who have completed the prescribed high school courses for graduation and who have received diplomas.

Questionnaire refers to an instrument specifically designed to gather information about the graduates.

Respondents refers to graduates who returned the questionnaire.

Organization of the Study

This study is presented in five chapters with a bibliography and appendixes. Chapter one presents an introduction and overview of the problem. Chapters two and three present the design of the study and the review of related literature. Chapter four is divided into two parts: part one--analysis of the Pocatello graduates; and part two--an analysis of the Idaho Falls graduates. This data is separated to facilitate interpretation and applicability to the respective schools. Chapter five presents a combined summary, conclusions and recommendations.

In the interest of clarity and ease of publication, all tables and statistical data are contained in the appendixes. Reference to specific tables is indicated by table and page numbers in the respective appendixes.

CHAPTER II

DESIGN OF THE STUDY

General Procedures

During the spring of 1966, meetings were held with various administrative members of the Idaho Falls and Pocatello School Districts and with Dr. Kenneth M. Loudermilk, Director of the State Occupational Research Unit at the University of Idaho. It was the purpose of these meetings to consider the feasibility and utility of conducting a comprehensive follow-up study of graduates of the two respective high schools. The major objectives of such a study were to: (1) provide a model questionnaire and research design which could be duplicated and utilized by schools throughout the state; (2) provide information for determining educational and/or vocational experiences, geographic distribution, and what evaluations former graduates make of their high school educational experiences; and (3) provide maximal information to the Pocatello and Idaho Falls School Districts for evaluating the results of the curricular program offered during the encompassing school years.

Following appropriate action by the two school districts, the Director of the State Occupational Research Unit at the University of Idaho transmitted and incorporated the objectives of this project into the State Occupational Research Unit's proposal for research and/or related activities. This proposal was then submitted to the U.S. Commissioner of Education for financial support through authorization of the Bureau of Research. Funds and resources for the study were provided jointly by the two participating school districts and the U.S. Office of Education.

Population and Sample

Findings of follow-up studies have been closely associated with the population on which the particular study was based. For this reason, a detailed description of the population with which this study was concerned is important for applications of findings.

Pocatello and Idaho Falls represent communities in southeastern Idaho containing a student population large enough to justify the scope of the study. These two cities are the industrial and commercial centers of the area, embracing agriculture, manufacturing industries, transportation facilities, and governmental installation. The aggregate population of the two areas approaches 100,000. The study population included all students graduating from the Pocatello and the Idaho Falls High Schools during the school years 1954 through 1963. An estimated 8,500 students graduated from these two schools during this period. During the ten-year span included, the Pocatello High School and the Idaho Falls High School were the only high schools serving the two cities. These schools were predominantly comprehensive high schools and provided a rather traditional curriculum. The student body enrollment in the Pocatello High School was slightly larger than the Idaho Falls High School. The curriculum and general make-up of the student body and faculty in these schools were very similar. Both schools were three year high schools. Throughout the ten-year span of the study various changes were undertaken in course offerings, guidance services, and other instructional and special services. These changes were reflected in the opinions and comments of the respondents of this study.

Data Collection

The Director for the project was assigned from the Pocatello School District and a full-time research assistant was employed. These persons worked with the administrative staffs of the two school districts and the Director of the Occupational Research Unit at the University of Idaho. A flow chart for the project was constructed, and instruments developed and approved by the respective agencies. Names of students that had graduated during the ten-year period were secured and compared with the registrar's records to insure that students who had not graduated were not included in this study. A mailing list was then compiled by using the telephone directory, making personal telephone calls to parents of the graduates, and by consulting city directories and personal files of the graduates. Many graduates left the area without leaving forwarding addresses. However, 72 per cent of the members of the ten graduating classes of the Pocatello High School and 68 per cent of the members of the Idaho Falls High School were located. Questionnaires were then mailed to the graduates with a cover letter explaining the nature and purpose of the study (See Appendix A, pp. 6-7). A self-addressed and stamped envelope was also included for the purpose of returning the questionnaire. A second mailing was sent two weeks after the initial mailing period for those graduates who did not respond to the first questionnaire. A cover letter (See Appendix A, pp. 8-9) was included in addition to the questionnaire, and a stamped, self-addressed envelope. As the completed questionnaires were returned, a personal data sheet consisting of variables identified during the graduates' high school career was completed for each respondent. All data were then transferred to IBM data processing cards for analysis.

Instruments

Questionnaire. The questionnaire was determined as the most practical instrument for collecting the data essential for this study, enabling the investigator to poll the greatest number of past graduates at a relatively low cost and short duration. The questionnaire (See Appendix A, pp. 2-5) was designed to elicit information in the following areas: (1) personal information; (2) post-high school educational attainment; (3) evaluation of the curricular program; (4) personal adjustment problems upon graduation; (5) leisure time activities, and (6) occupational information. The questionnaire was constructed, evaluated, and revised several times. Research personnel at the University of Idaho, Idaho State University, and the respective school districts assisted in this task. Final approval of the questionnaire was given by the U.S. Office of Education. The instrument was designed to facilitate tabulation of the data and transfer of the information onto IBM cards for analysis.

Personal data sheet. Certain school information identified during the high school career such as test scores, grades, and attendance was taken directly from the students' cumulative record. The personal data sheet (See Appendix A, pp. 10-11) was prepared to facilitate recording this information. This instrument was also designed to facilitate the transfer of data onto IBM cards for analysis.

Analysis and Treatment of Data

As the completed questionnaires were returned, a personal data sheet was completed for each respondent. Confidentiality of data was maintained by assigning a code number to each pupil and recording data by code number rather than by name. All verbal material was translated to numerical data to facilitate computer analysis. Information obtained from the personal data sheet and the questionnaire was placed on IBM cards at Idaho State University, and the ISU Computing Center was utilized for the analysis. The data for each high school was analyzed separately to facilitate interpretation and applicability to the respective school districts. The majority of the data for each high school was grouped into five two-year groupings to determine significant attitudinal changes during the ten-year period. Certain data required manual scoring and coding, involving additional computations before it could be placed on the IBM cards.

Statistical Procedures

Basic statistical procedures involved reporting of frequencies and percentages in addition to Spearman rank-order correlations.[14] Where possible the statistical tables presented both frequency and percentages. Relationships between selected variables were identified and correlated using rank-order coefficient of correlation. Intercorrelation matrixes were constructed displaying these interrelationships. Two systems of coding the occupational data from Part VI of the questionnaire were utilized: (1) the official occupational classification system used by the U.S. Department of Labor (Dictionary of Occupational Titles),[5] and (2) the occupational classification system developed by Anne Roe.[17] These systems provided for classification of occupations by families as well as by levels.

CHAPTER III

REVIEW OF RELATED LITERATURE

Background

American secondary education had its beginning in the early English latin grammar school in which the chief subjects taught were Latin, Greek, catechism, and arithmetic.[6] Near the end of the nineteenth century significant changes in curriculum and development occurred. In 1918 the committee on the reorganization of secondary education promulgated the famous seven cardinal principles. These principles were very influential in eradicating the strictly intellectual attention given to the secondary school. In 1937 the Educational Policies Commission prepared a report entitled "The Purpose of Education in American Democracy." This committee advocated changes in the goals and aims of education.[1]

The past three decades have brought forth many changes in the education and employment requirements of youth. At the same time major changes have occurred in entrance requirements into colleges, universities, and other advanced training programs. The American high school is currently expected to provide a curriculum which will prepare youth for either the labor market and/or higher education. In addition, the high schools are expected to provide education for all youth, regardless of sex, race, or religion living in a specified town, city, or district. Such a high school has become known as a "comprehensive" high school. Conant states:

> The three main objectives of a comprehensive high school are: first, to provide a general education for all the future citizens; second, to provide good elective programs for those who wish to apply their acquired skills immediately upon graduation; and third, to provide satisfactory programs for those whose vocations will depend on their subsequent education in a college or university.[3]

The American secondary schools have been seriously criticized for not adequately preparing youth for success in colleges and universities. At the same time they have been criticized for not meeting the occupational needs of youth. Trippe states: "We have come through a period of increased emphasis on academic excellence, only to be caught-up short for sacrificing more than half of the school population for the benefit of the more talented, college-bound pupils."[20] As a result of this criticism and the pressures of the various special interest groups, secondary education appears to be in a conflicting situation whereby it is unable to provide appropriate programs in either area without incurring the wrath and criticism of the opposition. Bloom states: "At best all the high school can really do is help the student acquire generalized intellectual abilities and skills which will serve him well in many new situations."[2]

Related Research

In 1958 the American Institute for Research at the University of Pittsburgh began a study designed to provide answers to two basic questions: (1) what are the talents of American youth; and (2) how can students be helped to identify, develop, and utilize their talents fully? During March, 1960, 440,000 ninth through twelfth grade students in various parts of the country were asked to respond to a comprehensive set of attitude and achievement tests. The students also completed an information blank and interest inventory providing background information and an indication of future plans. Background information, interest inventories, and test results were intended to provide the basis for meaningful follow-up studies to be conducted in one, five, ten, and twenty-five year intervals following the students' graduation from high school. The follow-up study of 1960-1961 revealed that approximately 43 per cent of the 1960 graduates entered college within one year following high school graduation. Of this group, 20 per cent were in the lowest quartile of academic aptitude. Possibly the most basic conclusion reached from the 1960-61 follow-up study was that unique aptitude patterns of students are not being used to their best advantage. The ten and twenty-five year follow-up reports have not been completed.[9]

In a study of the graduates of the Pittsburgh secondary schools, March[13] reported that students enrolled in college felt their present activities were generally in keeping with plans they had made in high school. However, about a third of those who did not go to college said their present activities were quite different from what they had expected them to be. This factor tended to indicate the need for stronger guidance programs particularly for non-college-bound students.

The report, "From School to Job,"[10] analyzed the survey of 1956 high school graduates in the Lincoln, Nebraska, area related to the labor force situation ten months following graduation. This study was particularly concerned with the characteristics of the 407 graduates who were employed since graduation. Findings indicated that over 36 per cent of the group who went to work were from towns of less than 2,500. Over 55 per cent of these students found jobs in metropolitan cities with populations of 100,000 or more. Nearly three-fourths of the total went into cities larger than their home town to find employment. Clerical occupations absorbed 78 per cent of the female workers, whereas the three areas of manual jobs, farm work, and semi-skilled jobs furnished employment for nearly 60 per cent of the young men. This study indicated that high schools where this leave-taking occurred are educating a large force of people who will not contribute to the economic or social life of the community or state which sponsors their education.

In 1952 a follow-up study was conducted in Wisconsin of 136 graduates. Levina reported that 62 per cent of the high school graduates chose their present occupation after graduation from high school.[12]

Fifield[7] reported that graduates from the American Falls, Idaho, high school generally felt that their school had done a very adequate job in preparing them for the work in which they were engaged. Former graduates criticized the school for employing certain "inadequate" teachers, for utilizing teaching methods which were not up to date, and not providing adequate teaching facilities and equipment. The school was further criticized for not demanding enough from students to require efficient study habits previous to entrance into college. The need for educational career information and self-appraisal upon which better educational and occupational decisions could be based, was strongly emphasized.

The need for additional career and occupational information was further analyzed in a study conducted in the Pocatello School District in which the opinions of high school drop-outs were compared with the opinions of high school graduates. Both groups stated the need for better understanding of their own capabilities and of the opportunities open to them before they made intelligent decisions about future plans. Although drop-outs characteristically did not or could not formally express goals or aspirations, both groups stressed the need for increased emphasis on occupational information.[8]

In a recent study of the 1960 graduates from the Idaho Falls High School, Olson found 53 per cent of the respondents still residing in the state of Idaho. He reported approximately 15 per cent had graduated from college, and that 80 per cent of those employed full time were in occupations less than professional.[16]

Summary

The American high school today has become known as a comprehensive high school in which the functions are to prepare students for: (1) college; (2) employment, and (3) living in a democracy.

Problems in offering a worthwhile and useful curriculum have always existed in the public high schools, and because of the forever-changing culture will probably continue to exist. Individual excellence will only come about when educators keep abreast with the changing, complex world by offering curricular programs designed to meet the future needs of youth.[11]

High school programs may be improved greatly by an objective awareness of educational inadequacies in the lives of former graduates. Follow-up studies properly conducted and completed should bring before school boards, administrators and parents needed changes in the educational system of the schools.

CHAPTER IV

FINDINGS AND INTERPRETATION OF DATA

All data obtained from the personal data sheet and the questionnaire (see Appendix A) was numerically coded and placed on IBM cards. Tabulation and statistical analysis were completed at the Idaho State University Computing Center. Data for each high school was analyzed separately to facilitate interpretation and applicability to the respective school districts. Analysis of the data from Pocatello graduates is contained in Part I in this chapter, with tables and correlation matrixes in Appendix B. Part II contains the analysis of data from Idaho Falls graduates, and tables and correlation matrixes for Idaho Falls are contained in Appendix C.

Within each part, analysis was further divided into two separate groupings: (1) the findings from the questionnaire are presented as descriptive statistics listing both frequency and percentage. The majority of this data for each high school is grouped into five two-year groupings to determine significant attitude changes during the ten-year period. (2) Intercorrelations of the questionnaire and personal data variables are presented in intercorrelation matrixes. Separate matrixes were constructed for male and female graduates, and data was divided into two five-year groups. Tables in Appendixes B and C do not always equal 100 per cent. Data in the various tables was abstracted from different computer programs. Furthermore, the base of certain percentages was determined by the number of questionnaires returned. In other instances the base was determined by the number of graduates responding to a specific question. In light of this, direct comparisons from one table to another are not necessarily accurate; however, in any one table the comparisons are consistent.

PART I--POCATELLO

Questionnaires were mailed to approximately 72 per cent or 3,271 members of ten graduating classes of Pocatello High School. One thousand, three hundred thirty-seven graduates responded to the questionnaire for an initial return of 40.9 per cent. A cover letter and an additional questionnaire were sent two weeks after the initial mailing to those graduates who did not respond to the first questionnaire. This second request resulted in an additional return of 710, yielding a total of 2,047 questionnaires completed and returned and representing a 62.5 per cent return on the questionnaires sent. The returned questionnaires were rather evenly distributed between male and female graduates. Table I (p. 13, Appendix B) presents the distribution of questionnaires returned by year of graduation and sex. A fair amount of consistency was observed in the percentage of returns for the various graduating classes. The class of 1961 had the greatest percentage of returns, while the class of 1962 displayed the lowest percentage of returns.

A. Findings from the Questionnaire

Personal Information

Personal and identification information was requested in the first part of the questionnaire. The analysis of this information is presented in Tables I and II, pages 13-15 of Appendix B.

Marital status. Of the respondents from the ten graduating classes of Pocatello High School, 76.6 per cent indicated they were married. The data indicates that female graduates were married sooner after graduation than male graduates, and correspondingly gave birth to more children. Within the first five years following graduation, over three-fourths of the Pocatello High School students were married. A negligible percentage (3.1 per cent) reported divorce, separation, or loss of mate.

Number of children. Of the respondents, 62.6 per cent reported one or more children. Inspection of Table II suggests that the number of childless couples is inflated slightly due to recency of graduation. The highest percentage (22.5) of the married respondents reported having one child, followed closely by 22.1 per cent with two children. Approximately 18 per cent reported three or more children. As expected, the number of children increased proportionately with the number of years married. The married female respondents tended to report more children than the males, corresponding once again to the higher incidence of marriage and earlier marriage among the female graduates.

Religious preference. A total of 56.0 per cent of the respondents indicated they were Latter-day Saints (Mormons), 25.8 per cent reported a Protestant religious preference, and 10.8 per cent indicated they were Catholic. The comparison of returns of students listing L.D.S. as their religious preference to the number of L.D.S. students normally enrolled in the Pocatello High School, indicated that a slightly higher percentage of L.D.S. students responded to the questionnaire than is found in the high school population.

Educational and Vocational Experience

Information regarding educational and vocational experiences during the first full-year following graduation was obtained from Part II of the questionnaire. Information was obtained regarding work activities, educational institutions attended, and degrees, etc. received.

Activities after graduation. Table III, page 16 of Appendix B, presents data concerning the activities of the respondents during the first full-year following graduation. A relatively high percentage (44.7) attended an academic university, whereas 25.1 per cent were employed full-time. A combined total of only 9.5 per cent were enrolled in some type of formal vocational training the first year following graduation. Inspection of Table III reveals that the prementioned percentages are roughly comparable over the ten-year period.

Levels of educational attainment. A majority (60.2 per cent) of the respondents indicated they had not received a post-high school degree, diploma, or certificate (Table IV, p. 17, Appendix B). A bachelor's degree had been attained by 19.3 per cent of the total number of respondents, while 10.2 per cent had achieved a one-year vocational diploma. Seventy-five per cent of the respondents from the graduating classes 1962-63 reported no post-high school education or training in comparison with 51.8 per cent of the 1954-55 graduating classes. The data suggests an important time factor here, as the percentages checking "none" and especially four-year degrees tend to be higher and lower respectively for the more recent graduating classes. Given more time, a larger percentage of the respondents may be expected to complete various programs of higher education.

Institutions granting degrees. Table V, page 18 of Appendix B, presents percentage figures for those persons receiving bachelor's, master's, or doctorate degrees. The percentages are based on the total number of respondents. The combined percentage (26.9) in Table V receiving a bachelor's or higher degree is larger than the comparable percentage (23.0) in Table IV because several respondents indicated they were presently enrolled and planned to complete their degree program in the near future. Table V reveals that institutions* both within and outside the state of Idaho were attended by respondents. A total of 23.4 per cent of the respondents have received a bachelor's degree, with 15.4 per cent of these having been granted by Idaho institutions. Idaho State University awarded the highest percentage of bachelor's degrees (12.8 per cent); the University of Idaho granted a relatively small percentage (2.6) of the degrees. Institutions within the state of Utah granted a combined 3.6 per cent of the bachelor's degrees. Of the 2.8 per cent having achieved a master's degree, 2.0 per cent received the degree from institutions outside of Idaho. A relatively small percentage (0.7) had received a doctorate in education, dentistry, law, medicine, or philosophy--all from institutions outside the state of Idaho.

Evaluation of High School Experiences

Information was collected on the appropriateness and applicability of the respondents' past high school educational experience. Part III of the questionnaire solicited information regarding the opinions of past graduates, major features of the high school program, and evaluation of the curriculum. This part of the questionnaire was rather extensive. Consequently, high-lights from the tables in Appendix B are condensed in the following presentation.

Major features of high school. This data is presented in Table VI, page 19 of Appendix B. A sizable 42.8 per cent of the respondents indicated that the courses of study taken while in high school (i.e., college preparatory, commercial and business) were good. An additional 39.7 per

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* The institutions in Table V are interpreted to read as follows:

ISU--Idaho State University, Pocatello, Idaho
C of I--College of Idaho, Caldwell, Idaho
U of I--University of Idaho, Moscow, Idaho
USU--Utah State University, Logan, Utah
U of U--University of Utah, Salt Lake City, Utah
BYU--Brigham Young University, Provo, Utah

cent indicated that their courses of study were average. This pattern appeared generally consistent for all ten of the graduating classes and suggested a general positive evaluation of the subject course offerings of the high school. Slightly over a third of the respondents (39.8 per cent) rated the library service as average, while an additional 32.4 per cent rated this service as good. It was noted that the graduating classes from 1954 to 1963 were quite consistent in their ratings of the library service. Over half of the attitude responses (51.7 per cent) rated the extracurricular program of the high school as good. This pattern also was quite consistent throughout the ten graduating classes. The physical lay-out of the high school (lighting, ventilation, room space, etc.) was rated as average by 46.7 per cent, and good by an additional 27.8 per cent. By comparison, 21.6 per cent rated this aspect as poor. It was noted that the 1954-55 graduates were less critical of the physical lay-out of their high school than more recent graduates. Nearly half (46.8 per cent) of the respondents rated their teachers as good, and an additional 39.3 per cent indicated they were average. The student-teacher relationship was rated similarly, as this feature was rated good and average by 43.7 per cent and 37.9 per cent, respectively. These patterns were rather typical and consistent over the ten graduating classes.

Guidance services. Table VII, pages 20-21 of Appendix B, presents the respondents' evaluation of nine major areas of the guidance program. The analysis suggests that guidance services were a relatively weak part of the high school program as viewed by former graduates. The highest percentages indicated that former graduates felt they had received no help whatsoever in regard to the nine areas listed. The greatest amount of help that graduates received appeared to have been provided in the area of test interpretation, while the least amount of help was provided in getting a job. Major limitations of the guidance services appeared in the help provided in personal and social problems, vocational planning, getting a job, deciding to go to college, selecting a college, and getting into college. The data suggests that more recent graduates appeared to be receiving more help in all the nine areas from the guidance program than earlier graduates. This factor tends to suggest some change and improvement in the guidance programs over the ten-year span of the study.

General curricular evaluation. The relative effectiveness of certain general curricular areas was determined by requesting the graduates to rate these areas in terms of the degree of emphasis which they felt should be placed on each. This data is presented in Table VIII, pages 22-24 of Appendix B. Very few respondents--an average of less than 5.0 per cent--indicated that any of the 17 areas should receive less emphasis. Curricular areas checked as sufficient by a clear majority of the respondents were U.S. Constitution and government (65.8 per cent), and personal typing (75.9 per cent). A combination of the percentages for "more" and "much more" revealed that two-thirds or more of the respondents desired increased emphasis in occupational information (77.5 per cent), consumer education (66.3 per cent), reading and comprehension (66.8 per cent), investments and insurance (69.5 per cent), and college preparatory (71.5 per cent). A total of 37.2 per cent of the respondents added additional curricular areas which they felt the school program should emphasize more. The area listed most commonly was sex education, followed by advanced laboratory classes in science. Many other respondents indicated that the foreign language program needed to be expanded to include the German and Russian languages.

Subject evaluation. The questionnaire presented a list of 56 high school subjects followed by four questions requesting respondents to choose the subjects which had the most and least value in relationship to their experiences since graduation from high school. This data is presented in Tables IX through XIII, pages 25-30 of Appendix B. Table XIII contains the frequencies obtained for the 1954-58 and the 1959-63 graduating classes and totals for all ten graduating classes. Each of the four questions was to be answered by listing five of the 56 subjects, thus accounting for certain relatively large frequencies. Tables IX through XII present data relative to each of the four questions following the list of subjects in the questionnaire. The frequencies listed in the "N" columns represent the highest frequencies found in Table XIII, facilitating interpretation of the latter table.

Table IX, page 25, Appendix B, presents data pertaining to those subjects which have been of most value in programs of post-high school education. The five subjects selected most frequently were respectively: English composition, typing, algebra, word study, and English literature. The subjects of most value in the type of work followed are presented in

Table X, page 26 of Appendix B. These were respectively: typing, English composition, algebra, bookkeeping, and word study. The subjects selected as having been of most value in meeting the demands of everyday life varied between the 1954-58 and the 1959-63 graduating classes. Inspection of Table XI, page 27 of Appendix B, reveals that the ordering of the subjects was somewhat different for the separate groups. Both groups agreed on the following subjects: English composition, U.S. government, typing, and English literature. The 1954-58 group selected home economics, whereas the 1959-63 group gave precedence to word study. Table XII, page 28 of Appendix B, also reveals differences between the two five-year groups of graduates regarding the subjects which had been of least value. Both groups agreed that biology had been of least value. Algebra, plane geometry, and physical education were also selected by both groups as being of least value. The 1954-58 group included chemistry as their fifth choice whereas the 1959-63 group selected student service.

Main objectives of a high school education. Table XIV, pages 31-32 of Appendix B, presents the respondents' perceptions of the purposes and objectives of a high school education. Respondents were asked to indicate their first, second, and third choices from eight alternatives. Combined total percentages for all ten graduating classes revealed a first choice of general education (25.3 per cent), followed by college preparatory (23.1 per cent), and vocational training (15.1 per cent).

Personal Adjustment

Part IV of the questionnaire requested information indicating certain major problems encountered after graduation. Table XV, page 33, Appendix B, reveals that the highest percentage (18.6) experienced problems relative to adjusting to an academic college. Another 13.6 per cent experienced problems relative to accepting adult responsibilities, and 13.5 per cent had difficulties with financial problems. A sizable 16.7 per cent indicated that they had experienced no major problems since high school graduation.

Leisure Time Activities

Outside interests and leisure time activities of the respondents were determined by Part V of the questionnaire. This data is presented in Table XVI, pages 34-35 of Appendix B. Inspection of the data suggests that respondents had a diversity of interests. The highest combined percentage (21.2) of the respondents indicated that reading was the activity they engaged in most. Participation in individual and group sports was second (16.2 per cent), whereas movies and television were third with 13.9 per cent participation.

Occupational Experiences

The final section of the questionnaire, Part VI, elicited information regarding occupational experiences of respondents since graduation from high school. The data obtained in this section is quite voluminous, thus only significant high-lights and interpretations will be recorded under the following headings.

Present status of respondents. Table XIX, page 41 of Appendix B, presents information indicating the present occupational status of respondents. The highest percentage (39.4) indicated that they were employed full-time. The activity receiving the next highest percentage (23.9) of response was that of "strictly a housewife." A total of 10.1 per cent indicated that they were currently enrolled in a college or university full-time.

Present occupations. Those respondents who were gainfully employed were instructed to list their present occupation in terms of job title and duties. The occupations were then classified according to the 1965 edition of the Dictionary of Occupational Titles (Volume II, pp. 1-2).[5] The Dictionary classification contains nine broad occupational categories and eighty-four smaller occupational divisions. The categories and divisions, with the percentages of respondents classified in each, are presented in Table XVII, pages 36-39 of Appendix B. The data in Table XVII is based on the responses to Item 47-52 in the questionnaire. Occupational data for Items 41-46, 54-59, and 60-65, were utilized for the intercorrelation studies reported later in this chapter.

The highest combined percentage of the male respondents (44.7) were employed in professional, technical, and managerial occupations. A total combined percentage of 16.1 of the female respondents also reported employment in this category. The occupational status of female graduates appeared quite consistent with other research. Inspection of Table XVII, page 36, reveals that the vast majority of the females were employed in the divisions of medicine and health, and education. On the other hand, the occupational status of male respondents appeared slightly high. This phenomenon appeared to be the result of: (1) a tendency of the respondents to give too brief a job description thus allowing for errors in coding and proper classification; and (2) a possible tendency on the part of several respondents to describe their present employment at a higher level than was actually the case.

The remaining eight occupational categories absorbed varying percentages of the respondents. Clerical and sales provided the second highest percentage (21.2) of the males, and the highest percentage (24.2) of the females. Relatively insignificant percentages of both sexes were employed in the remaining occupational categories. It should be noted (see Table XVII, p. 37) that the category of farming, fishery, forestry, and related occupations was erroneously included with the service occupations. The reader making further analysis of Table XVII should divide the entries accordingly between building and kindred, and plant farming. A relatively insignificant 7.1 per cent of the males were in some branch of the military service. A majority of the females (56.0 per cent) reported they were strictly housewives.

Occupational levels. The present occupations of the respondents were classified into six levels according to Roe (pp. 149-152).[17] This data is presented in Table XVIII, page 40, of Appendix B. The highest percentage (18.) of the male respondents were employed in semi-skilled jobs followed by 17.1 per cent in skilled occupations. At the lower professional, managerial, and technical levels, 14.7 per cent were employed, whereas 12.6 per cent were employed in semi-professional, small businesses, and technical jobs. The greatest percentage (14.4) of the employed female respondents reported employment in occupations at the semi-skilled level, followed by 8.6 per cent reporting employment in occupations at the lower professional, managerial, and technical levels.

Job satisfaction. Information regarding job satisfaction is presented in Table XX, page 42 of Appendix B. Forty-six per cent of the respondents indicated they were very satisfied with their present jobs, followed by 24.6 per cent indicating they were somewhat less satisfied. A combined percentage of only 6.9 reported that they were dissatisfied or very dissatisfied with their present job.

Job factors favored. Table XXI, page 43 of Appendix B, presents the job factors most favored by employed respondents. A combined percentage of 44.4 selected the nature of the work as the most important job factor. The nature of work was used here to designate work as being self-satisfying as well as challenging or non-challenging. Another combined percentage of 28.8 favored good pay, followed by combined percentages of 24.9, 23.0, and 20.7 who favored security, hours of work, and opportunities for advancement, respectively.

Agencies most helpful in job placement. Table XXII, page 44 of Appendix B, presents the various agencies utilized by respondents in securing a job. The highest percentage (25.8) indicated that their friends and neighbors were of most help in securing a job, while 20.4 per cent reported the utilization of "other" sources. The services of the state employment offices were utilized by 19.8 per cent while 17.0 per cent received most of their job placement assistance from college placement offices. The two agencies offering the least assistance were high school officials (2.4 per cent) and union halls (2.3 per cent).

Individual income levels. Table XXIII, page 45 of Appendix B, presents the individual income levels of the respondents who were gainfully employed. The highest percentage (18.8) reported they were earning $5,000 to $7,000 per year. Another 16.3 per cent indicated an annual income of $3,000 to $5,000, and 15.7 per cent reported earnings of less than $3,000 per year. A combined percentage of only 0.8 per cent reported earnings in excess of $15,000 per year.

Total family income levels. The data for family income levels is presented in Table XXIV, page 46 of Appendix B. The largest single group of respondents (26.2 per cent) reported a family income of $5,000 to $7,000 per year. This was followed closely by 23.7 per cent who earned $7,000 to $9,000 per year. Only 4.5 per cent reported a family income of less than $3,000, whereas a combined percentage of 3.7 reported a family income in excess of $15,000 per year.

Geographic location of employment. Respondents were requested to provide information regarding place of birth, geographic location of present employment, and address of parents or former guardians. Of the information requested, geographic location of present employment was the only question answered in sufficient detail for tabulation and analysis. Table XXV, page 47 of Appendix B, presents data regarding geographic location of employment. A combined 35.0 per cent of the male respondents were employed in the state of Idaho, while a combined 23.4 per cent reported employment outside the state. The highest percentage (29.5) of the males were employed in Pocatello, followed by 5.1 per cent employed in California. A combined 22.4 per cent of the employed females were working inside the state of Idaho, whereas a combined 17.8 per cent reported employment outside the state. Similar to the males, the highest percentage (16.9) of the females were employed in Pocatello, followed by 5.1 per cent in California.

Occupational levels and geographic location--a comparison. The geographic location of employment was compared with the occupational levels of respondents to determine the specific geographic areas absorbing the highest number of educated and job-skilled graduates. This data is presented in Table XXVI, page 48 of Appendix B. Inspection of the table suggests that the majority of the graduates achieving the highest occupational level leave the state of Idaho. For example, only a combined 11.6 per cent of the highest professional respondents indicated employment in Pocatello and Idaho Falls as compared with a sizable 67.5 per cent of the unskilled respondents. Approximately one-third (35.2 per cent) of the respondents in the highest occupational level reported employment in the state of California. Over half of the two highest groups were employed outside of Idaho. Table XXVI further reveals that the majority of those employed in the lower occupational levels tend to remain in Idaho.

B. Intercorrelations of Questionnaire and Personal Data Variables

From the data collected, measures were obtained on 28 variables ordinally ranked. The relationship between these variables was determined by rank order (rho) coefficient technique. The results of these computations are reported in Tables XXVII-XXX, pages 49-52, Appendix B. The number of cases used in computing the coefficients ranged from 423 to 611. Due to omissions of certain data, several single correlations in the tables were based on an N as low as 200 cases. According to tests of significance suggested by Siegel,[19] any value in the intercorrelation matrixes over .20 with an N over 200 was significant at the .01 per cent level. For certain variables there was insufficient data to properly compute the correlations. In these cases the computer produced data with spuriously high coefficients. For clarity in such instances, these correlations are listed as .00 in the tables. A .00 preceded by a minus sign indicates that there was insufficient data to compute the coefficients, but what data was available yielded a negative correlation.

Educational and Occupational Levels

Educational levels of attainment were determined by the number of years of formal education completed by the respondents (Questionnaire Item No. 13). The occupational levels were determined from Questionnaire Items 41-46, 47-52, 54-59, and 60-65, following the levels presented by Roe (see pp. 149-152).[17] Educational and occupational levels correlated positively and significantly with most variables in the matrixes. Only slight changes were observed over the ten-year period and between the sexes. A systematic pattern of negative correlations appeared in the relationship between individual income and other variables for the 1959-63 male graduates. The latter relationship suggests an unstable income pattern, possibly the result of part-time employment while attending school.

Educational attainment. This variable significantly correlated with most variables in each of the four matrixes. Exceptions were correlations between educational attainment and the number of commercial and vocational classes. These correlations tended to be insignificant or slight.

First full-time job. The level of the respondents' first full-time job correlated very highly with the present job level and the most common job level held. The level of the first full-time job tended to be highly correlated with all educational and occupational variables. Significant relationships were also found between ability and achievement test scores, and the subject area grade points. Insignificant and slight relationships were found between the level of the first full-time job held and the number of vocational and commercial classes taken.

Present job. The correlations between the level of present job and other variables were very similar for all four groups. A slightly erratic pattern was observed between the level of the present job and the number of commercial, vocational, science, and math classes taken in high school. A very significant relationship existed between level of present job and level of the most common employment.

Job satisfaction. Information to determine job satisfaction was obtained from Item No. 53 of the questionnaire. Individual income and job satisfaction for the 1959-63 male and female graduates were negatively correlated, thus indicating an inverse relationship. This possibly was due to unstable incomes for a number of the recent graduates. A different pattern of relationships occurred between individual income and job satisfaction for the 1954-58 group. The correlation for the males was positive but non-significant. The correlation for the females was high. This suggests that good pay was an important determiner of job satisfaction for the females, whereas the males were concerned more with other aspects of the job, such as the nature of the work performed. Job satisfaction was somewhat related to achievement as measured by grade point, especially for females. The relationship between job satisfaction and attendance was positive and significant in most cases.

Most common job. The level of the most common job engaged in since graduation from high school appeared to be significantly related to other educational, occupational, and ability variables. Little relationship, however, was found between level of most common job and the number of the five area classes taken. Exceptions to this were noted for the 1954-58 female graduates. Relationships between the level of the most common job held and other variables were slightly higher for females than males.

Father's occupation. The level of the father's occupation was positively correlated with most other variables for all groups. Most of the correlations, however, tended to be slight or non-significant. Several significant but moderate correlations may be found between the father's occupational and other educational and occupational variables. This indicates that there was some tendency for the graduates to attain educational and job levels comparable to the occupational levels of their fathers.

Individual and family income. The data for individual and family income was obtained from Items 70-71 of the questionnaire. The relationship between individual and family income and other variables displayed an inconsistent pattern in the four matrixes. The relationship between individual income and other variables for the 1954-58 male graduates was positive in almost all cases. However, this relationship appeared slight. For the 1959-63 male graduates the majority of the correlations were negative, suggesting individual income instability. Graduates of this period were apparently attending college while employed part time or in transitory positions working toward more satisfying and ability-demanding types of work. This pattern was not observed for female graduates. For male graduates, individual income was very significantly related to family income. For female graduates, individual income appeared to be incidental to the family income.

The relationship between individual income and grade point average in vocational classes was particularly significant for female graduates. Also for female graduates, individual income and number of specific classes taken in high school appeared to be significantly related. The relationship between family income and most other variables for male and female graduates was slight but positive. Exceptions to this were noted for the 1959-63 male and female graduates where significant relationships existed between family income and commercial and vocational grade points and between family income and the number of commercial and vocational classes taken in high school. These relationships suggest that graduates who have taken commercial and vocational courses and performed well in them, tended to have a higher family and individual income early in their occupational careers. The non-significant correlations observed for the 1954-58 respondents suggest that this early advantage may be lost as more students have an opportunity to complete post-high school educational programs.

School and College Ability Tests (SCAT)

The SCAT test scores were significantly correlated with the majority of the variables. Certain negative correlations, however, were found between SCAT scores and the number of commercial and vocational classes taken. A detailed analysis of this data was not possible due to the fact that the curriculum at the time of the study was rather narrow in the vocational areas, especially for female students. Although several commercial classes were provided, they were much more popular for female students than for male students. Correlations were very high between the SCAT and the ITED. Achievement as measured by grade point was highly related to the SCAT measures of ability. The SCAT also correlated moderately to high with educational and occupational levels.

Iowa Tests of Educational Development (ITED)

The relationships between the ITED and other variables were somewhat similar to that of the SCAT. Negative or insignificant relationships were found between ITED scores, vocational grade point, and the number of vocational classes taken by the male respondents. This same relationship was noted for females with the exception of the relationship between ITED scores and the number of vocational classes taken. These latter correlations perhaps are spuriously high because very few vocational classes were available for female students. For the 1959-63 female graduates, the intercorrelations on the ITED, although relatively high, were not as great as the relationship between the ITED and the SCAT. Theoretically, the SCAT is designed to measure ability and the ITED, academic achievement. However, the intercorrelation matrixes suggested that these tests were measuring similar factors for both male and female graduates. Similar to the SCAT, the various measures on the ITED seemed to correlate very significantly with grade point measurements of achievement.

Class Rank and Grade Points

The class rank and grade point average displayed significant relationships with most variables. Since class rank and the several grade points represent specific areas of academic achievement, it is not surprising that they intercorrelate very highly. An erratic pattern occurred between class rank and grade points, and number of classes taken.

Number of Classes Taken

Relationships between the number of classes taken in departmental areas and other variables displayed rather unsystematic and erratic patterns. This factor appeared to be primarily the result of required subjects in certain departments and limited course offerings in others. For example, all students took at least three years of English and the majority took four years, but very few students took three or four years of vocational and commercial classes in school. Therefore, the number of respondents upon which these correlations were based varied, resulting in a tendency toward varying degrees of accuracy. Several positive correlations occurred between the measures of success as indicated by grades and the number of classes taken in the departmental areas. The relationships were higher for the 1959-63 male and female graduates, suggesting that these graduates were provided more flexibility in subject choice. Consequently, a higher relationship was displayed between the number of departmental classes taken and the success experienced as measured by grades.

Attendance

Attendance was significantly correlated with several other variables, although the correlations between attendance and other variables for male graduates were clearly higher than for female graduates. Male graduates also displayed a significantly higher relationship between attendance and scores on the ITED and SCAT. This pattern did not hold true for female graduates. Females who performed well on the ITED and SCAT appeared to have no better attendance than those who performed poorly. Graduates who displayed better attendance records tended to attain higher educational levels, acquire higher level first-time jobs, and display more job satisfaction. The relationships between success in school as measured by grades, class rank, and attendance were higher for males than for females.

PART II--IDAHO FALLS

Questionnaires were mailed to approximately 68 per cent or 2,573 members of the ten graduating classes of the Idaho Falls High School. A total of 1,080 graduates responded to the questionnaire for an initial return of 42.0 per cent. A second mailing was sent two weeks after the initial mailing to those graduates who did not respond to the first questionnaire. A cover letter and an additional questionnaire was enclosed. As the result of this second questionnaire, an additional 533 questionnaires were returned. A total of 1,613 questionnaires were completed and returned in this study. This represented 62.6 per cent returned on the questionnaires sent. The returned questionnaires were rather evenly distributed between male and female graduates. Table XXXI (p. 54, Appendix C) presents the distribution of questionnaires returned by year of graduation and sex. A fair amount of consistency was observed for all the graduating classes. The class of 1954, which had been out of school the longest, had the highest percentage of returns.

A. Findings from the Questionnaire

Personal Information

The first part of the questionnaire requested the respondents to supply information relating to sex, marital status, number of children, and religious preference. The analyses are presented in Tables XXXI and

XXXII, pages 54-56 of Appendix C. The data for sex already has been presented. The data for the remaining three personal data items is presented under the following headings.

Marital status. A total of 21.9 per cent of the respondents reported being single, while 74.5 per cent were married. A minute percentage (3.4) reported divorces, separations, or loss of spouse. Further inspection of Table XXXII reveals higher percentages of female respondents who were married. This was especially true for the more recent graduating classes, indicating a tendency toward earlier marriage among the females.

Number of children. Of the respondents, 38.0 per cent reported being childless. Inspection of Table XXXII reveals that this percentage figure is inflated by higher percentages of childless couples in recent graduating classes. The highest percentage (22.2) of the married respondents reported having two children, followed closely by 20.7 per cent reporting one offspring. As expected, the respondents who had been out of school longer reported a higher number of offspring.

Religious preference. A total of 61.3 per cent of the respondents indicated that they were Latter-day Saints (Mormons) and another 24.8 per cent reported a Protestant religious preference. An additional 8.3 per cent indicated that they were Catholic.

Educational and Vocational Experiences

The second part of the questionnaire dealt with educational and vocational experiences during the first full year following graduation from high school. The respondents were questioned regarding their work activities, educational institutions attended, and degrees, etc. received.

Activities after graduation. Table XXXIII, page 57, Appendix C, presents data concerning the activities of the respondents during the first full year following graduation. A relatively high percentage (49.5) attended an academic university whereas 21.8 per cent worked full time. A combined total of only 8.4 per cent entered some type of formal vocational training. Inspection of Table XXXIII reveals that the percentages are roughly comparable over the ten-year period.

Level of educational attainment. A majority (55.1 per cent) of the respondents checked "none," thus indicating that they had received no diplomas, etc., marking the completion of a formal educational program. Table XXXIV, page 58 of Appendix C, also indicates that 22.5 per cent had received a B.A. or B.S. degree, followed by 8.9 per cent who received a vocational diploma. The time factor is important here, as the percentages checking "none," and especially four-year degrees, tend to be higher and lower, respectively, for the more recent graduating classes. Given more time, a larger percentage of the respondents may be expected to complete various programs of higher education.

Institution granting degree. Table XXXV, page 59, Appendix C, presents percentage figures for those persons receiving bachelor's, master's, and doctorate degrees. The percentages are based on the total number of respondents. The combined percentage (31.9) in Table XXXV receiving a bachelor's or higher degree is larger than the comparable percentage (27.4) in Table XXXIV because several respondents indicated they were presently enrolled and planned to complete their degree program in the near future. Table XXXV reveals that institutions* both within and outside Idaho were attended by the respondents. A total of 26.1 per cent of the respondents had received a bachelor's degree, with 8.5 per cent of these having been granted by Idaho institutions. The University of Idaho accounted for the highest percentage with 4.2, and Idaho State University followed a close second with 3.8 per cent. Institutions within the state of Utah granted a combined 12.1 per cent of the bachelor's degrees. Of the 3.8 per cent having achieved a master's degree, 3.1 per cent received their degree from institutions outside Idaho. A percentage of 2.0 reported achievement of a doctorate, all from institutions outside their home state.

Evaluation of High School Experiences

The third part of the questionnaire asked the respondents to evaluate several aspects of their high school and educational experiences. This part of the questionnaire was quite extensive. Consequently, highlights from the tables in Appendix C are condensed to the maximum extent possible.

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* The institutions in Table XXXV are interpreted to read as follows:

ISU--Idaho State University, Pocatello, Idaho
C of I--College of Idaho, Caldwell, Idaho
U of I--University of Idaho, Moscow, Idaho
USU--Utah State University, Logan, Utah
U of U--University of Utah, Salt Lake City, Utah
BYU--Brigham Young University, Provo, Utah

Major features of high school. This data is presented in Table XXXVI, page 60 of Appendix C. The majority (55.0 per cent) of the respondents indicated that the courses of study, such as college preparatory, commercial, and business were good, and another 21.7 per cent indicated that they were average. The highest percentage (45.0) of the respondents rated the library services as good, and another 29.1 per cent rated the services as average. A total of 46.4 per cent rated the extracurricular program as good and another 32.2 per cent rated the program as excellent. The highest percentage (46.4) of the respondents rated the physical lay-out of the high school as excellent and another 43.9 per cent rated the lay-out as good. Over half (55.8 per cent) of the respondents rated the quality of the teachers as good and another 27.1 per cent indicated they were average. The student-teacher relationship was rated similarly, as this feature was rated good and average by 49.2 and 34.6 per cent respectively.

Guidance services. Table XXXVII, pages 61-62 of Appendix C, presents the respondents' evaluations of nine major areas of the guidance program. This proved to be a relatively weak part of the high school program as viewed by the respondents. The highest percentages indicated they had received no help whatsoever in six of the nine areas listed. The percentages checking "none" ranged from 26.3 who indicated no assistance in test interpretation to 78.7 per cent who received no assistance in getting a job after graduation. Inspection further revealed that about two-thirds to more than three-fourths of the respondents indicated they had received no or little help in the majority of the major areas being evaluated.

General curricular evaluation. The relative effectiveness of some of the general curricular areas was determined by requesting the graduates to rate them in terms of the degree of emphasis which should be placed on each. This data is given in Table XXXVIII, pages 63-65, Appendix C. Very few respondents--an average of less than 3.0 per cent--indicated that any of the 17 areas should receive less emphasis. Those areas checked as sufficient by 60 per cent or more were U.S. Constitution and government (67.6), physical and mental hygiene (65.7), getting along with people (60.0), and personal typing (75.7). A combination of the percentages for "more" and "much more" revealed that 60 per cent or more desired increased emphasis in occupational information (66.7), reading and comprehension (62.7), and investments and insurance (69.1).

Subject evaluation. The questionnaire presented a list of 56 high school subjects. The list was followed by four questions which asked the respondents to identify the subjects which had the most and least value in relation to their experiences since graduation. This data is presented in Tables XXXIX through XLIII, pages 66-71 of Appendix C. Table XLIII contains the frequencies obtained for the 1954-1958 and 1959-1963 graduating classes and totals for all ten classes. Each of the four questions was to be answered by listing five of the 56 subjects, thus accounting for certain relatively large frequencies. Tables XXXIX through XLII present data relative to each of the four questions following the list of subjects in the questionnaire. Frequencies listed in the "N" columns represent the highest found in Table XLIII, thus facilitating interpretation of the latter table.

Table XXXIX, page 66 of Appendix C, presents data pertaining to those subjects which have been of most value in programs of post-high school education. The five subjects selected most frequently were, in order: English composition, typing, word study, algebra, and world history. The subjects of most value in the type of work followed are presented in Table XL, page 67, Appendix C. They are, in order: typing, English composition, word study, algebra, and psychology. The subjects selected as having been of most value in meeting the demands of everyday life (see Table XLI, page 68, Appendix C) varied between the 1954-58 and the 1959-63 graduating classes. Inspection of this table reveals that the ordering of the subjects was different for the two groups. Both groups gave first and second preference to the following two subjects: English composition and psychology. The 1954-58 group selected word study, whereas the 1959-63 group selected typing as the third most beneficial subject. The 1954-58 group selected typing as the fourth most beneficial subject, whereas the 1959-63 group selected U.S. government. The 1954-58 group gave fifth preference to U.S. government, whereas the 1959-63 group selected home economics. Table XLII, page 69 of Appendix C also reveals differences between the two five-year groups of graduates regarding the subjects which had been of least value. Both groups agreed that algebra had been of least value. Biology, physical education, plane geometry, and English literature, were also selected by both groups, although in different order.

Main objectives of a high school education. Table XLIV, pages 72-73 of Appendix C, presents the respondents' perceptions of the purposes and objectives of a high school education. The respondents were asked to indicate their first, second, and third choices from eight alternatives. Combined total percentages for all ten graduating classes revealed a first choice of general education (25.9), followed by college preparation (22.0), and vocational training (15.5).

Personal Adjustment

Part IV of the questionnaire requested the respondents to indicate certain major problems encountered after graduation. Table XLV, page 74 of Appendix C, reveals that the highest percentage (20.8) experienced no major problems upon graduation. A percentage of 15.6 experienced problems relative to adjusting to an academic college, and another 15.6 per cent had difficulties with financial problems. Another 12.2 per cent experienced problems relative to accepting adult responsibility.

Leisure Time Activities

In Part V of the questionnaire, the respondents were instructed to select three leisure time activities that they engaged in so that their outside interest could be ascertained. This data is presented in Table XLVI, pages 75-76, Appendix C. The highest combined percentage (22.6) of the respondents indicated that reading was the activity they engaged in most. Participation in individual and group sports activities was second with 15.9 per cent, and movies and TV was third with 12.1 per cent.

Occupational Experiences

The last major part of the questionnaire, Part VI, contained several questions pertaining to the respondents' occupational experiences. Since the data obtained is quite voluminous, only the most significant high-lights and interpretations are recorded under the headings which follow.

Present status of respondents. In order to determine the most prominent activity each respondent was engaged in the graduates were instructed to indicate their present status. This information is given in Table XLIX, page 82 of Appendix C. The highest percentage (39.3) indicated they were employed full time. The activity receiving the next highest percentage (24.3) of response was that of "strictly a housewife." A total of 12.8 per cent indicated that they were enrolled in college full time.

Present occupations. The respondents who were gainfully employed were instructed to list their present occupations in terms of job title and duties. The occupations were then classified according to the 1965 edition of the Dictionary of Occupational Titles (Volume II, pp. 1-2).[5] The Dictionary classification contains nine broad occupational categories and 84 smaller occupational divisions. The categories and divisions and the percentages of respondents classified in each, are presented in Table XLVII, pages 77-80 of Appendix C. The data in Table XLVII is based on the responses to Item 47-52 in the questionnaire. Occupational data for Items 41-46, 54-59, and 60-65, were utilized for the intercorrelation studies reported later in this chapter.

The occupational category absorbing the highest combined percentage (39.5) of the male respondents was professional, technical, and managerial. A total combined percentage of 15.0 of the female respondents also reported employment in this category. The percentage for females seems realistic, as inspection of Table XLVII, page 77 reveals that the vast majority of the females were employed in the divisions of medicine and health, and education. On the other hand, the percentage for the male respondents seems a little high. This phenomenon could possibly be due to: (1) a tendency of the respondents to give too brief a job description, thus allowing for errors in coding and proper classification; and (2) a possible tendency on the part of several respondents to describe their present employment at a higher level than was actually the case.

The remaining eight occupational categories absorbed varying combined percentages of the respondents. The clerical and sales category claimed the second highest percentage (9.2) of the males and the highest percentage (18.7) of the females. It should be noted (see Table XLVII, page 78) that the category of farming, fishery, forestry, and related occupations was erroneously included with the service occupations. The reader making further analysis of Table XLVII should divide the entries accordingly between building and kindred, and plant farming. A relatively insignificant 5.7 per cent of the males were in some branch of the armed forces. Nearly half of the females (43.5 per cent) reported they were strictly housewives.

Occupational levels. The present occupations of the respondents were classified into six levels according to Roe (pp. 149-152).[17] This data is presented in Table XLVIII, page 81 of Appendix C. Of the total number of male respondents, the highest percentage (16.4) were employed in lower professional, managerial, and technical occupations, followed by 15.9 per cent in semi-professional, small business, and technical jobs. A total of 15.2 per cent of the males were employed in occupations at the skilled level and another 10.5 per cent reported employment in semi-skilled jobs. The highest percentage (16.4) of the employed female respondents reported occupations at the semi-skilled level, followed by 9.7 per cent in occupations at the lower professional, managerial and technical level.

Job satisfaction. The respondents were asked to check one of four alternatives to indicate their degree of satisfaction with their present job. The data in Table L, page 83 of Appendix C, reveals that 46.7 per cent were very satisfied, followed by 21.9 per cent who were somewhat satisfied. A combined percentage of only 5.5 reported that they were dissatisfied or very dissatisfied with their present jobs.

Job factors favored. Table LI, page 84 of Appendix C, presents the job factors favored by the employed respondents. A combined percentage of 46.2 selected the nature of the work as the most important job factor. The nature of work is used here to designate work as being self-satisfying as well as challenging or non-challenging. Another combined percentage of 27.0 favored good pay followed by combined percentages of 23.7, 20.0 and 19.6 who favored security, hours of work, and opportunities for advancement, respectively.

Agencies most helpful in job placement. Table LII, page 85 of Appendix C, presents the various agencies utilized by the respondents in securing a job. The highest percentage (25.0) indicated that their parents were of most help in securing a job, while 18.8 per cent reported that union halls were second in value. The services of private employment agencies were utilized by 18.1 per cent and college placement offices were also utilized by 18.1 per cent. The two agencies offering the least assistance were state employment offices (3.6 per cent) and friends and neighbors (1.4 per cent).

Individual income level. Table LIII, page 86 of Appendix C, presents the individual income levels of the respondents gainfully employed. The highest percentage of the respondents (15.8) reported they were earning $3,000 to $5,000 per year. Another 15.6 per cent indicated an annual income of $5,000 to $7,000, and 13.7 per cent reported earnings of less than $3,000 per year. A combined percentage of only 0.8 reported earnings in excess of $15,000 per year.

Total family income levels. The data for family income levels is presented in Table LIV, page 87 of Appendix C. The largest single group of respondents (23.0 per cent) reported a family income of $7,000 to $9,000 per year. This was followed closely by 22.7 per cent who earned $5,000 to $7,000 per year. Only 6.0 per cent reported a family income of less than $3,000, whereas a combined percentage of 3.9 reported a family income in excess of $15,000 per year.

Geographic location of employment. The last three numbered items of the questionnaire asked for place of birth (72-73), geographic location of present employment (74-75), and the address of parents or former guardians (76-77). Only number 74-75 was answered by the respondents in sufficient detail for tally purposes. Table LV, page 88 of Appendix C, presents data regarding geographic location of employment. A combined percentage of 28.0 of the male respondents were employed in the state of Idaho while a combined percentage of 29.5 reported employment outside the state. The highest percentage (19.7) of the males were employed in Idaho Falls, followed by 7.7 employed in California. A combined 18.0 per cent of the employed females were working inside the state of Idaho, whereas a combined 22.5 per cent reported employment outside the state. Similar to the males, the highest percentage (12.6) of the females were employed in Idaho Falls, followed by 6.1 per cent in California.

Occupational level and geographic location--a comparison. The occupational levels of the respondents were compared with the geographic location of employment in order to determine the specific geographic locations which had absorbed the highest numbers of educated and job-skilled graduates. This data is presented in Table LVI, page 89 of Appendix C. Inspection of this table suggests that the majority of the graduates who achieved the highest occupational levels are lost to the state of Idaho. For example, only a combined 8.6 per cent of the higher professional respondents indicated employment in Idaho Falls and Pocatello as compared with 55.0 per cent of the unskilled respondents. It may be observed further that relatively small percentages (21.5 and 32.1, respectively) in the two highest professional levels were employed anywhere in Idaho. On the other hand, majorities of 55.2 per cent and 60 per cent, respectively, of the semi-skilled and unskilled respondents were employed within the state of Idaho.

B. Intercorrelations of Questionnaire and Personal Data Variables

From the data collected on Idaho Falls graduates measures were obtained on 20 ordinally ranked variables. The relationships between these variables were determined by the rank-order (rho) coefficient technique. The results of these computations are reported in Tables LVII-LX, pages 90-93, Appendix C. The number of cases used in computing the coefficients ranged from 312 to 445. Due to omissions of certain data, several single correlations were based on an N as low as 200 cases. According to tests of significance suggested by Siegel,[19] any value in the correlation matrix over .20 with an N over 200 was significant at the .01 per cent level. On certain variables insufficient data was reported to properly compute the correlations. In these cases the computer produced data with spuriously high coefficients. For clarity in such instances, these correlations are listed as .00 in the tables. A coefficient of .00 preceded by a minus sign indicates that available data suggested a negative correlation. However, there was insufficient data to properly compute the coefficient.

Educational and Occupational Levels

The educational levels of attainment were determined by the number of years of formal education completed by respondents (Questionnaire Item No. 13). The occupational levels were determined from Questionnaire Items 41-46, 47-52, 54-59, and 60-65, following the levels presented by Roe (see pp. 149-152).[17] Educational and occupational levels correlated positively with most other variables in the matrixes. Slightly different patterns were observed, however, over the ten-year period and between the sexes. Slight to moderate relationships were found between educational and occupational levels and individual and family income.

Educational attainment. Significant relationships were observed between educational attainment and most other variables. Erratic patterns were observed, however, between the relationships of educational attainment and the number of classes taken in the commercial and vocational departmental areas. Certain insignificant relationships were found between these variables for male respondents. Female respondents displayed significant relationships between educational attainment and the number of vocational classes taken, but negative and non-significant correlations with the number of commercial classes taken. This factor suggests that female graduates taking vocational classes tend to go on into higher education more often than female graduates taking commercial classes. Educational attainment and the level of first full-time job held was significantly higher for female respondents than for male respondents. On the other hand, the relationship between educational attainment and job satisfaction was slightly higher for male respondents than female respondents. Indications of achievement as measured by class rank and grade point were slightly to moderately correlated in almost all cases.

First full-time job. The level of the graduates' first full-time job correlated very highly with the present job level and the most common job level held. This relationship appeared greater for female respondents in both groups, and for male respondents in the 1959-63 graduating classes. The relationships between the level of the first full-time job and educational and occupational variables were moderately high in most cases. Although significant relationships were observed between the level of first full-time job and the number of classes taken in departmental areas, notable exceptions occurred in the commercial and vocational areas where certain insignificant and slightly negative relationships were observed.

Present job. The relationship between the level of present job and other variables appeared similar for all four groups. A very highly significant relationship existed between present job level and level of the most common job held. This was particularly true for female and male respondents graduating between 1954 and 1958. The level of the present job also correlated very highly with vocational grade point and the number of vocational classes taken for the female respondents. It was observed that the relationships between the present job and individual and family income were slightly lower for female graduates than male. Although the relationships between measures of academic achievement and present job level were positive in all cases, there appeared to be a tendency for male graduates to show slightly higher coefficients in this area than female respondents.

Job satisfaction. Information to determine the job satisfaction of respondents was obtained from Item No. 53 of the questionnaire. Job satisfaction was moderately related to most other variables in the matrixes for all groups. One notable exception was observed in the relationship between job satisfaction and individual income for the 1959-63 female respondents where a non-significant relationship was observed. Job satisfaction and individual income for the male respondents in both groups was somewhat higher than for female respondents. The reverse of this was true in the relationship between job satisfaction and family income, where female respondents displayed a slightly higher relationship on this variable. This factor suggests that female graduates tend to achieve more job satisfaction from their contribution to family income than male graduates.

Level of the most common job. The level of the most common job engaged in since graduation from high school appeared significantly related to most other educational and occupational variables. Exceptions to this pattern were noted in a series of non-significant relationships between most common job held and educational variables for the 1959-63 male respondents. This was contrasted with moderately high correlations between these variables for the other three groups. One may conjecture that this factor is influenced once again by an unstable job factor due to part-time employment for this group, whereas the incidence of part-time or unstable employment is not as frequent for the other three groups. Slightly erratic patterns were observed between most common job held and the number of departmental area classes taken while attending high school. The relationship between the level of the most common job held and other variables was generally higher for female than for male graduates.

Father's occupational level. The level of the father's occupation was slightly but positively correlated with most other variables in all groups. Casual relationships and in some cases negative coefficients, were observed in the correlation between father's job level and the graduates' individual or family income. Casual and erratic relationships also occurred in the coefficients between father's job level and the number of classes taken in departmental areas.

Individual and family income. Data for individual and family income was obtained from Questionnaire Items 70-71. The relationship between individual and family income and other variables was somewhat inconsistent and erratic. Numerous non-significant and negative relationships on this variable appeared for the male 1959-63 graduates. Graduates of this period were apparently attending college while employed part-time, or in transitory positions working towards more satisfying and ability-demanding types of work. This pattern of insignificant and negative correlations was not observed for female graduates or for the male graduates previous to 1959. Individual income was very significantly related to family income for male graduates, whereas a slight or casual relationship was observed between individual income and family income for female graduates. This suggested that employed females contributed only incidentally or slightly to the family income whereas employed male respondents' income appeared to be the predominant factor in determining the family income.

Class Rank and Grade Point

The class rank and grade point average in various departmental areas displayed significant relationships with most other variables. Certain erratic patterns were observed between the measures of academic achievement and the number of classes taken in departmental areas. Insignificant and negative correlations appeared between measures of academic achievement and number of commercial and vocational classes taken. This pattern was somewhat erratic, and a specific pattern could not be determined. The interrelationships between the measures of achievement were positive and rather high in all cases, with the exception of vocational grade point in which many negative and insignificant correlations were observed. Intercorrelations were particularly high when "solid" subject grade points were compared.

Number of Classes Taken

The relationships between the number of classes taken in departmental areas and other variables were positive in most cases. However, the pattern was somewhat unsystematic. Positive and moderately significant relationships were found between the measures of success as indicated by grades and the number of classes taken in departmental areas. Exceptions were observed in the coefficients between grade point averages and number of commercial classes taken by female graduates. The unsystematic and erratic patterning of coefficients associated with the number of departmental classes taken appears to be the result of required subjects in certain departments and limited course offerings in other departments. For example, all students took at least three years of

English; however, very few students took three or four years of vocational or commercial classes while attending high school. Therefore, the number of respondents upon which these correlations were based varied a great deal. This factor tends to force a great deal of fluctuation in accuracy. Correlations between the number of departmental classes taken and grade points tended to be higher for the 1959-63 male graduates as compared with the 1954-58 males. This suggests that the graduates from the later classes were provided more flexibility in subject choice.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Educational critics have repeatedly stated that secondary education is not meeting the needs of today's youth. Certain educational programs have been termed "too limited or inadequate." Other programs are said to be archaic or inappropriate for today's complex society. The authenticity of these criticisms and the validity of recommended changes are dependent upon the collection and analysis of defensible information pertinent to the problem at hand. One technique of determining the adequacy and effectiveness of an educational program is by examining and studying the products of such a program in terms of its graduates.

The purpose of this study was to investigate the educational and occupational experiences of graduates from the Pocatello and Idaho Falls High Schools over a ten-year period (1954-1963), and to secure their attitudes pertaining to the general effectiveness of the educational programs provided by the respective high schools. Mail questionnaires and high school records were the major sources of data for the following information: (1) family and marital status; (2) number and percentage attending college, trade or technical school, or entering directly into employment upon graduation from high school; (3) attitudes and opinions as to the effectiveness of the guidance program, library service, and courses of study; (4) opinions as to curricular areas where more or less emphasis should be given in preparation for higher education, immediate occupational placement, and meeting the needs of everyday life; (5) adjustment problems encountered following graduation; (6) leisure time activities; (7) types and classifications of occupations entered and degree of job satisfaction; (8) methods and facilities whereby employment was obtained; (9) individual and family income; (10) geographic location of current employment; and (11) relationships between present occupations, level of educational attainment, and variables identified during the high school career including attendance, educational programs, cumulative grade point, and scores on achievement and ability tests.

A total of 3,271 questionnaires were mailed to the Pocatello High School graduates, of which 2,047 or 62.5 per cent were completed and returned. An additional 2,573 questionnaires were sent to the Idaho Falls High School graduates with 1,613 or 62.6 per cent responding. For each completed and returned questionnaire a personal data sheet consisting of certain variables identified during the student's high school career was also completed. All information received was placed on IBM cards and analyzed at the Computing Center of Idaho State University. Analysis consisted of descriptive statistical procedures and correctional analysis of certain ordinally ranked variables. In view of the similarities of findings, the major summary, conclusions, implications and recommendations are combined and presented together for the two respective high schools.

Summary and Conclusions

Personal Information

Ability to establish family and marital relationships was supported by the low divorce rate revealed in the data. Many of the respondents, however, indicated a need for additional information pertaining to family and interpersonal relationships, and sex education.

Educational and Vocational Experiences

During the first full year following graduation, attendance at an academic university was reported by nearly half of those responding. Full-time employment was the second most prevalent activity following graduation and formal vocational training was the third major activity reported. A rather high dropout rate (over 50 per cent) was observed for those entering college. This was true for respondents from both high schools.

The percentage of respondents receiving a B.A. or B.S. degree was somewhat higher than national averages. This was indicative of the respondents' ability to successfully compete academically in institutions of higher learning. The relatively high percentages of those respondents receiving their degrees from institutions located outside Idaho suggested that graduates from both high schools were not taking full advantage of state-supported universities.

The data revealed that the educational programs in the two respective high schools were not adequately meeting the needs of their graduates in terms of occupational information, vocational training, and post-high school job placement. The majority of the respondents indicated no post-high school degree, vocational certificate, diploma, or job training. In addition, the guidance services did not provide assistance in post-high school job placement and many respondents indicated no assistance from the guidance program in formulating vocational plans while in high school. Furthermore, a rather high percentage indicated that more emphasis was needed in occupational information.

Evaluation of High School Experiences

The respondents' evaluations of the major features of the high school were favorable for the most part, suggesting that attendance at the two respective high schools was a worthwhile experience. This was suggested by the favorable attitudes expressed toward the different programs of study, library service, physical lay-out of the high school, and the general quality of teaching.

The guidance and counseling services proved to be a relatively weak part of the high school program as viewed by the respondents, in that consistently negative attitudes toward the high school guidance program were expressed. The data indicated that the guidance program was generally inadequate and ineffective for the majority of the students. These attitudes were expressed for practically every area being evaluated.

The general curricular evaluation suggested that many areas of the high school curriculum were not applicable to the affairs of everyday life. This was suggested by an apparent need for increased emphasis in occupational information, consumer education, investments and insurance, reading and comprehension, and home and family relationships. Many respondents added classes they felt needed more curricular emphasis. The areas listed most frequently were human relationships and sex education, followed by advanced laboratory classes in science. Many other respondents indicated that the foreign language program needed to be expanded.

The subject evaluation identified courses which had been of most value to the respondents in pursuing post-high school education, type of work followed, and meeting the demands of everyday life. The subjects which had been of least value to the respondents were also identified. A limited number of subjects were of most value in each of the three areas previously mentioned. The subjects of most value were English composition, typing, word study, algebra, U.S. government, world history, home economics, bookkeeping, English literature, and psychology. The ordering of these subjects was slightly varied for the respondents from the two high schools. The subjects identified as having the least value were: biology, plane geometry, algebra, physical education, chemistry, student service, and English literature. The ordering was, again, slightly varied.

Occupational Experiences

The occupational category employing the highest percentage of male respondents was professional, technical, and managerial. The clerical and sales category employed the highest percentage of female respondents. It was concluded that the male respondents were succeeding in occupations requiring a moderate degree of ability and responsibility. The data further suggested that the highest percentage of employed female respondents were employed in occupations requiring general clerical skills in combination with a basic high school education.

A high degree of job satisfaction was observed among the respondents. Job satisfaction was related more to the nature of the work than to the amount of income. An income level of $5,000 to $7,000 was reported by the highest percentage of respondents, suggesting the ability to maintain a fair to an adequate standard of living.

The data indicated that the majority of the college-educated and technically-trained graduates were migrating to geographic areas outside of the state of Idaho to establish residency and seek employment. On the other hand, the state of Idaho (Idaho Falls and Pocatello areas particularly) is retaining the majority of the graduates possessing little or no post-high school education or training. Many of these workers are employable only in semi-skilled or unskilled occupations.

Intercorrelations

Intercorrelations were computed on 28 variables for the Pocatello graduates and on only 20 variables for the Idaho Falls graduates. Thus in certain cases the combined interpretation, while applying directly to the Pocatello graduates, is an extrapolation. Comparable data was similar for both high schools. Areas where highly significant relationships existed for the Pocatello graduates were also found for the Idaho Falls graduates. However, varied patterns were observed. Coefficients for the Idaho Falls respondents were generally higher, a proportionately greater number were significant, and fewer negative relationships were observed than for the Pocatello respondents. The Idaho Falls coefficients also tended to vary more over the ten-year span of the study, and there appeared to be more instances where erratic or unsystematic patterns existed.

The data for the Pocatello respondents indicated a greater relationship between educational and occupational levels, and achievement as measured by class rank and grade point than between educational and occupational levels and achievement as measured by standardized test scores. This difference suggested that even though grades are subject to more measurement error, they tend to take into consideration other factors which render them more accurate indicators of future educational and occupational attainment. This was particularly noted for male graduates. The data further points out that the achievement test scores on the ITED appear to be more related to educational and occupational levels than the ability test score of the SCAT. From this we may infer that the best indicators of occupational and educational level are first, cumulative grade points; second, achievement test scores; and third, ability test scores.

Generally speaking, the coefficients within the six major categories (i.e., educational and occupational status, SCAT, ITED, class rank and area grade points, number of classes taken, and attendance) were higher than the correlations between categories. This suggested that the various categories represented relatively independent variables. Although there was much similarity between male and female respondents, significant differences were apparent in specific areas. These differences may be the result of different expectations, and the anticipated future roles of male and female graduates. For example, it was noted that the association between measures of achievement and educational or occupational attainment was higher for male than female graduates. This factor tends to indicate that female respondents were making less use of their measured ability for educational or occupational attainment.

The curriculum of the two high schools appeared broader in the area of commercial subjects designed for females. A restricted and narrow curriculum was observed in commercial classes available for males, and vocational classes available for females. In the vocational departmental areas the Idaho Falls data revealed a greater number of significant and fewer negative coefficients than the Pocatello data. This factor suggested that the Idaho Falls curriculum may have provided more opportunity and flexibility in the vocational areas. The high achieving males tended to pursue "solid" subjects, evidently in preparation for higher education. This pattern was not so evident for females.

More erratic patterns were noted for the 1959-63 graduates than for the 1954-58 graduates. Students graduating in the first five years of the study appeared to have developed and established relatively stable employment and educational levels. The students graduating during the last five years of the study were apparently still in a stage of transition. This was particularly noted for male graduates. Thus, the length of time out of high school was an important factor influencing the relationships between several variables derived from high school grades and test scores, and variables based on post-high school educational and occupational levels.

Implications and Recommendations

Implications and recommendations based on the findings are presented under six major headings. These emerged during the conduct of the study and appeared most important and salient to the investigators. It should be recognized that the recommendations are in no way indicative of singular solutions to the various problems investigated, nor do they necessarily represent the best solution. The following are presented as a starting point upon which future research and development activities may be based.

I. Post-High School Education and Vocational Training

The necessity for vocational competence in our society cannot be over-emphasized. An accepted function of secondary education is the preparation of youth through the development of skills necessary for either continued education or vocational placement. The majority of the graduates from the Pocatello and Idaho Falls High Schools terminated their formal education at the completion of high school. Furthermore, since high school separation, these graduates acquired very limited special training or additional job skills. Thus for the majority of students, vocational as well as educational preparation terminated with the completion of high school. The data presented also indicates that over half of the students entering college did not complete their course of study but dropped out and accepted technical or less than technical employment positions.

These data suggest that from a very practical standpoint if students are to be helped in establishing and raising their occupational levels, this help must come by way of the secondary schools. Curricular implications of the above findings are many and emphasize the need for continuous expansion in vocational and practical applicative areas. The college preparatory programs should also provide flexibility and allow for movement into the technical and semi-professional fields. It is further suggested that the high school officials collect information, organize, and develop lines of communication between the various vocational, apprentice, and on-job training programs which are currently functioning in the area. It appeared quite probable that had students been familiar with requirements and expectations of certain occupations, a greater number would have availed themselves of additional post-high school training.

II. Occupational Information

The choice of an occupation in most cases determines whether one will be employed or unemployed, and has a tremendous influence on practically every other aspect of subsequent life. Even though some students stumble into appropriate occupations by sheer luck, the wise choice of an occupation and assurance of adequate and realistic planning requires accurate information about what occupations are in demand, what they require, and what they offer. It was evident that many graduates were unaware of both what was expected or what was required in various occupations, and established techniques of obtaining employment. The information service of the guidance program was soundly criticized by graduates of both the Idaho Falls and Pocatello High Schools. One might conclude that these services for the most part were not meeting the needs of the graduates.

This study strongly indicated the need for increased emphasis in occupational and vocational information. It is suggested that future programs in this area be coupled with assessments of interests and abilities, followed by counseling and realistic planning. It is suggested that classes be included in the curriculum at the secondary level for the purpose of teaching occupational and vocational information. Systematic unit plans should be established for an introduction to occupational information in the junior high years. Various other programs might also be attempted, such as career nights, career weeks, and promotional activities utilizing announcements, bulletin boards, and hand-out information.

III. Guidance Services

The guidance services have as their major objective the individualization of the school program to meet the unique needs of each student. There is general acceptance of the various services and functions the guidance program should provide, yet relatively few programs throughout the nation provide these services or function according to these guidelines. The guidance programs in the two high schools represented in this study made significant expansion during the ten-year span of the study. This expansion resulted in fewer criticisms of the guidance program by the more recent graduates. One must also recognize that the strong criticism that respondents focused on guidance represented weaknesses in other areas. The proper function of the guidance program is dependent to a large extent on the curricular offerings and flexibility, adequacy of the physical layout and facilities, and also the adequacy, competence, and availability of sufficient administrative and instructional personnel.

As in many cases, the guidance programs in the Pocatello and Idaho Falls High Schools appeared to have developed in a piecemeal fashion. Thus, certain services were provided and emphasized while other services had received little attention. The inadequate services tend to dilute the quality and the effectiveness of the areas receiving emphasis, negative criticism is engendered, and in turn directed toward the total guidance program. Cognizance of these factors must be maintained in planning later expansion, and effort must be directed toward establishing a balanced guidance program. Further analysis of available data and additional research is needed to determine why the guidance program was so soundly criticized. Additional information is needed to identify what specific steps should be taken toward improvement of this service, and strategies to render them more beneficial to a greater number of students.

IV. Curricular

The objectives of the curriculum are the development, maintenance, and expansion of the learning opportunities for students. Determining the quality and applicability of the curriculum is dependent upon judgments regarding the significance and scope of desirable learning outcomes, and the probability that such outcomes are in fact taking place. When evidence is accumulated as to the need for improvement or change in the curriculum, the process becomes one of creating better and more appropriate learning opportunities for youth. It is observed that proposed changes and improvements in curriculum almost always involve expansion, yet seldom do we consider reducing or eliminating certain learning opportunities. As true to form, the data in this study suggests several areas of expansion, but little systematic information was provided as to what might be eliminated to make room for the suggested expansion. For the most part, the respondents were somewhat pleased with the subject offerings of the respective high schools, and their programs of study. There were, however, some notable exceptions. The suggested expansion and increased emphasis centered primarily upon three general areas: (1) college preparatory, (2) practical living, and (3) vocational training.

Generally speaking, the data indicated that more emphasis should be placed on the college preparatory program. A need was expressed for an expansion of the science curriculum, with emphasis on advanced laboratory courses. The need to expand the foreign language program was also indicated. Subject-wise, the respondents clearly identified English as the most valuable class relative to their experiences following graduation. English was also identified as a subject needing increased emphasis. In line with these findings, it is recommended that the English program be strengthened with increased emphasis in the areas of oral and written usage. An additional general criticism pertained to the development of study skills. Many respondents indicated that the school was not sufficiently demanding to require effective study habits.

Insufficient knowledge in the affairs of everyday living was indicated by many respondents. It appeared that many students had graduated from high school without adequate knowledge relating to the affairs of everyday living. The areas of consumer education, investments and insurance, use of finances, home and family relationships, and sex education were indicated as receiving insufficient emphasis during the high school years. These areas of the curriculum should receive more intensive study with a view toward changes or expansions which will better serve student needs.

This study also identified the need for strengthening vocational training. Secondary schools traditionally have emphasized the college preparatory program while giving little place to vocational training. One result is that we see college classrooms across the country crowded with young men and women who have little desire to be there. Often they do not graduate and drop out after a year or two, accepting employment below their ability levels. In light of this, it is recommended that more consideration be given to students who desire to acquire some type of vocational competence and skill while attending high school.

V. Cumulative Records

During the collection of the data necessary for the study it was observed that in most cases cumulative records had been very thoroughly prepared and kept by teachers through the elementary and junior high years. There were, however, several rather noticeable exceptions which suggest the need for more careful supervision in the preparation of cumulative records. Certain valuable information had to be excluded from this study due to the fact that this data was not recorded adequately or frequently enough to facilitate tabulation and analysis. These factors suggest the need for an evaluation of the record-keeping system in the school districts, and an increased need for supervision of the records to insure their utility.

Several researchers in Idaho have considered the feasibility of developing computer programs for pupil accounting and for educational and vocational guidance. Needless to say, data processing equipment cannot be used to good advantage unless the basic student information is complete and accurate. Therefore, a research project designed to investigate record-keeping procedures in Idaho schools would constitute an initial step toward computer programing. Another preliminary step would be a study to determine the type of information requested for each individual pupil, followed by efforts to standardize the records and record-keeping procedures from one school to another. If present cumulative records in the Pocatello and Idaho Falls High Schools are comparable to those observed in this study, computer programs could not be developed and used without preliminary research and planning.

VI. Implications for Further Research

It is recognized that the influence of the school is second only to that of the home. The appropriateness and utility of the learning opportunities provided at school should not be left to guess work, chance, or the influence of various pressure groups. Factors as important as these should be the object of careful and extensive investigation. It is recommended that a district-wide evaluation program be initiated. This program should provide periodic feedback on the quality and effectiveness of the curriculum and the various services within the school district. A comprehensive study utilizing a more stringent research design should be undertaken each year to more thoroughly evaluate specific aspects or dimensions of the program.

The instruments and methodologies developed and used in this study may serve as a model for more comprehensive evaluations of school programs. Research projects of this type constitute one means by which both educators and lay persons can increase their understanding and appreciation of the ongoing educational program. It is imperative that all persons concerned with educating our youth keep abreast of the consistent changes in school programs and in educational and social philosophy. The authors of this study submit this research effort to the educational community with the sincere hope that it will contribute to the maximal education and development of our youth.

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APPENDIX A

HIGH SCHOOL FOLLOW-UP SURVEY

On the following pages you are asked to answer questions which may help improve the educational offerings in our school district. Most of the questions can be answered by checking the appropriate blank(s) in the left hand column. YOUR ANSWERS WILL BE HELD CONFIDENTIAL! Please disregard the number(s) in parentheses to the left of the questions, they are only used to aid in tabulating the question.

PART I
PERSONAL INFORMATION

(7) Sex:

........(1) Male
........(2) Female

(8) Marital Status:

........(1) Single
........(2) Married
........(3) Divorced
........(4) Separated
........(5) Widow (or widower)

(9) Number of Children:

........(1) None
........(2) One
........(3) Two
........(4) Three
........(5) Four
........(6) Five or more

(10) Religion: (Optional)

........(1) Protestant (Meth., Presbt., etc.)
........(2) LDS
........(3) Catholic
........(4) Christian Science
........(5) Jewish
........(6) Greek Orthodox
........(7) Assembly of God
........(8) Seventh-Day Adventist
........(9) Other ....

PART II
EDUCATIONAL EXPERIENCES

(11-12) What did you do during the first full year after your high school graduation? (Check only one item)

........(1) Worked full-time
........(2) Attended a college or university (academic)
........(3) Attended a college or university (vocational)
........(4) Attended a Junior college (academic)
........(5) Attended a Junior college (vocational)
........(6) Attended a trade and technical school
........(7) Short vocational course (beauty, barbering)
........(8) Attended private business school
........(9) Took a nursing course
......(10) Entered the Armed Forces
......(11) Other ....

(13) Have you received any diploma(s), certificate(s), or degree(s) in educational programs since your graduation from high school? (Check all items that apply)

........(1) None
........(2) Vocational diploma — One year or less
........(3) Vocational certificate — Two or three years
........(4) Associate of Arts or Science
........(5) BA or BS
........(6) MA or MS
........(7) Doctorate (Ph.D., Ed.D., M.D., etc.)

(14-17) In the previous question (13), if you checked any item(s) other than "none", check one or more of the educational institutions that you attended or are presently attending: (Check all items that apply)

Degree
........(1) Idaho State University .... (   )
........(2) Ricks College .... (   )
........(3) Boise Junior College .... (   )
........(4) College of Idaho .... (   )
........(5) University of Idaho .... (   )
........(6) Utah State University .... (   )
........(7) University of Utah .... (   )
........(8) Brigham Young University .... (   )
........(9) Other .... (   )
(Name of School)

....
(Location)

(18-19) Place the initials of the degree(s) you received in the parentheses provided in question 14-17.

PART III
EVALUATION OF HIGH SCHOOL EXPERIENCES

Thinking back to your high school career, what is your evaluation of the following? (Please check each item)

Major Features of High School	Thoughts About Them			
	Excellent	Good	Average	Poor
20. Courses of study (college prep, vocational, etc.)	☐	☐	☐	☐
21. Library Services	☐	☐	☐	☐
22. Extra-curricular program (clubs, athletics, etc.)	☐	☐	☐	☐
23. Location, appearance, room layout of high school	☐	☐	☐	☐
24. General quality of teaching	☐	☐	☐	☐
25. Relationship of students and teachers	☐	☐	☐	☐

How much did the guidance services, counselors and deans help you in the following areas while in high school? (Please check each item)

Area	Helped a great deal	Helped some	Helped little	Did not help
26. Understanding your interests, abilities, and limitations?	☐	☐	☐	☐
27. Test interpretation (achievement, ability, aptitude, college boards, etc.)?	☐	☐	☐	☐
28. Deciding what courses to take in high school?	☐	☐	☐	☐
29. Meeting some personal and social problems in high school?	☐	☐	☐	☐
30. Planning for the kind of work which you are following?	☐	☐	☐	☐
31. Getting a job after graduation?	☐	☐	☐	☐
32. Deciding whether or not to go on to school or college?	☐	☐	☐	☐
33. Choosing a school or college?	☐	☐	☐	☐
34. Getting into a school or college?	☐	☐	☐	☐

Do you feel that more or less emphasis should have been placed on the following areas during your high school career? (Please check each item) NOTE: Item 52 allows you to write in subjects that you think should have been offered during your high school career.

Area	Much more emphasis	More emphasis	Was sufficient	Needed less emphasis
35. Child care and training	☐	☐	☐	☐
36. Home and family relationships	☐	☐	☐	☐
37. Occupational Information	☐	☐	☐	☐
38. Consumer education (buying, budgeting, etc.)	☐	☐	☐	☐
39. Development of cultural and social life.	☐	☐	☐	☐
40. English (written)	☐	☐	☐	☐
41. English (oral)	☐	☐	☐	☐
42. Reading and comprehension	☐	☐	☐	☐
43. Investments and insurance	☐	☐	☐	☐
44. Vocational Training	☐	☐	☐	☐
45. U.S. constitution and government	☐	☐	☐	☐
46. College and academic preparation	☐	☐	☐	☐
47. Physical and mental hygiene	☐	☐	☐	☐
48. Understanding science and scientific methods	☐	☐	☐	☐
49. Field trips and career days to industry	☐	☐	☐	☐
50. Getting along with other people	☐	☐	☐	☐
51. Personal typing	☐	☐	☐	☐
52. Other				
....				
....				

SUBJECT EVALUATION

(See instructions below)

SUBJECT

1. English composition
2. English literature
3. Word study
4. Speed reading
5. Remedial reading
6. Journalism
7. Speech
8. Debate
9. Drama
10. Latin
11. French
12. Spanish
13. German
14. U.S. Government
15. U.S. History
16. World history
17. Geography
18. Psychology
19. Sociology
20. Biology
21. Zoology
22. Chemistry
23. Physics
24. Physiology
25. Geology
26. Electronics
27. Algebra
28. Plane geometry

SUBJECT

29. Solid geometry
30. Trigonometry
31. Calculus
32. Typing
33. Shorthand
34. Office practice
35. General business
36. Bookkeeping
37. Economics
38. Business law
39. Distributive ed.
40. Consumer ed.
41. Home economics
42. Life management
43. Student service
44. Library science
45. Physical Education
46. Health
47. Band
48. Orchestra
49. Choir
50. Art
51. Agriculture
52. Engineering drawing
53. Mechanical drawing
54. Industrial arts
55. Auto mechanics
56. Machine shop

The next four questions refer to the above list of high school subjects. Answer each question by selecting the numbers that are in front of the subjects from the above list and record them in the blanks provided below. Select only those subjects in which you were enrolled during high school. You may use the number for any one subject more than once. (NOTE: If the question does not apply to you, check "not applicable" and leave the other spaces blank.)

(53-62) Select five subjects you took in high school which have been of most value in helping you in college, business school, etc:

.... (Not applicable)

(63-72) Select five subjects you took in high school which have helped you in the type of work you have followed:

.... (Not applicable)

(8-17) Select five subjects you took in high school which have been of value to you in meeting the demands of every-day life:

....

(18-27) Select five subjects you took in high school which have been of least value to you:

....

(28-30) What do you think are the main objectives of a high school education? Select three of the following objectives which you believe are most important. Indicate your first choice by placing the number "1" in the blank preceding that objective, "2" in front of your second choice, and "3" in front of your third choice.

........(1) Provide vocational training; develop skills directly applicable to your career
........(2) Provide a basic general education and appreciation of ideas
........(3) Develop knowledge and interest in community and world problems
........(4) Develop moral capacities, ethical standards and values
........(5) Prepare for marriage and family life
........(6) Develop talents and creative abilities
........(7) Prepare for college
........(8) Other ....

PART IV
PERSONAL ADJUSTMENT

(31-33) What were some of the major problems you encountered after graduation from high school? (Check three items that applied to you)

........(1) Accepting adult responsibility
........(2) Finding a job
........(3) Adjusting to college life (academic)
........(4) Adjusting to college life (social)
........(5) Adjusting to married life
........(6) Financial problems
........(7) Getting out on my own
........(8) No problems
........(9) Other ....

PART V
LEISURE TIME ACTIVITIES

(34-39) Select three of the following leisure time activities that you presently enjoy the most. Indicate your first choice by placing the number "1" in the blank preceding that activity, "2" in front of your second choice and "3" in front of your third choice.

........(1) Reading
........(2) Sports (spectator)
........(3) Sports (participant)
........(4) Gardening
........(5) Sewing and knitting
........(6) Fine Arts (spectator)
........(7) Fine Arts (participant)
........(8) Parties, cardplaying
........(9) Movies, television
......(10) None
......(11) Other ....

PART VI
OCCUPATIONAL EXPERIENCES

(40) What are you presently doing? (check only one)

........(1) Unemployed
........(2) Employed full-time
........(3) Employed part-time
........(4) Strictly a housewife
........(5) Serving in the armed forces
........(6) Going to college full-time
........(7) Working part-time and going to college part-time
........(8) Working full-time and going to college part time
........(9) Other ....

(41-46) What was the first full-time job (lasting more than five months) that you held after graduating from high school? (Give the name of the job and briefly describe your duties.)

....
....
....

(47-52) What is the name of your present job? Also, briefly describe the duties of your job.

....
....
....

(53) Are you satisfied or dissatisfied with your present job? (Check only one)

........(1) Not employed
........(2) Very well satisfied
........(3) Somewhat satisfied
........(4) Dissatisfied
........(5) Very dissatisfied

(54-59) Briefly describe the type of work (e.g., agriculture, retail, mechanical, etc.) that you have most commonly been engaged in since your graduation from high school. If possible, give the name and describe the duties of the job (NOTE: If same as question #47-52 write "same.")

Job Duties

....
....
....

(60-65) Give the name and duties of your own father's (or guardian's) present job. (NOTE: If your mother or a female guardian is the principal wage earner, so indicate and give the present job and duties)

....
....
....

(66-68) Select three of the following factors which you favor the most about your present job. Indicate the most important factor by placing the number "1" in the blank preceding that factor, number "2" in front of your second choice, and "3" in front of your third choice.

........(1) Not employed
........(2) Good pay
........(3) Security
........(4) Fringe benefits
........(5) Nature of work (self-satisfying, challenging, etc.)
........(6) Hours of work
........(7) Social
........(8) Possibilities for advancement
........(9) Other ....

(69) What is the best source of information you have found regarding where and how to obtain a job? (Check only one item)

........(1) Private employment agencies
........(2) State employment office
........(3) School officials
........(4) Parents
........(5) Friends and neighbors
........(6) Union halls
........(7) College placement office
........(8) Other ....

(70) What is your own approximate income per year, before deductions? (Not including your spouse)

........(1) Not employed
........(2) Less than $3,000
........(3) $3,000 - $5,000
........(4) $5,000 - $7,000
........(5) $7,000 - $9,000
........(6) $9,000 - $11,000
........(7) $11,000 - $15,000
........(8) $15,000 - $19,000
........(9) $20,000 plus

(71) What is your total family (spouse and self) income per year, before deductions? (NOTE: Do not answer if unmarried)

........(1) Less than $3,000
........(2) $3,000 - $5,000
........(3) $5,000 - $7,000
........(4) $7,000 - $9,000
........(5) $9,000 - $11,000
........(6) $11,000 - $15,000
........(7) $15,000 - $19,000
........(8) $20,000 plus

(72-73) Give the place of your birth:

....
(city) (state)

(74-75) Give the geographic location of your present employment:

....
(city) (state)

(76-77) Give the address of your own parents (or former guardian):

....
(city) (state)

Please feel free to make any comments about your high school experiences and/or this study. Your comments will be welcomed and greatly appreciated.

....
....
....
....
....
....

Please enclose the questionnaire in the self-addressed and stamped envelope that is provided. If you would like to know the results of the study please include a self-addressed and self-stamped envelope.

THANK YOU FOR MAKING THIS STUDY A SUCCESS!

Dear Graduate of Pocatello High School:

You have been selected to participate in a study concerned with evaluating the educational offerings in our school system. It is felt that the schools can be improved to become more meaningful and useful places for all students.

In order to accomplish this, the school district is conducting a survey to determine how much value your high school education has been to you. With this letter we are sending you a short form with a few questions on it. Please take a few moments of your time to fill it out and send it to us in the stamped, self-addressed envelope provided.

Please ignore the numbers that appear to the left of the questions; they are only to aid in tabulating your answers.

Your answers will be held confidential and no names will be used in the report. Notice that we do not ask you to sign your name. Please be completely frank and honest.

Sincerely,

(Signed) Rulon M. Ellis

Rulon M. Ellis
Superintendent of Schools
Pocatello School District

Dear Graduate of Idaho Falls High School:

You have been selected to participate in a study concerned with evaluating the educational offerings in our school system. It is felt that the schools can be improved to become more meaningful and useful places for all students.

In order to accomplish this, the school district is conducting a survey to determine how much value your high school education has been to you. With this letter we are sending you a short form with a few questions on it. Please take a few moments of your time to fill it out and send it to us in the stamped, self-addressed envelope provided.

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Your answers will be held confidential and no names will be used in the report. Notice that we do not ask you to sign your name. Please be completely frank and honest.

Sincerely,

(Signed) Jay Casper

Jay Casper
Superintendent of Schools
Idaho Falls School District

Dear Graduate of Pocatello High School:

As you recall, you were recently mailed a form from the Pocatello School District asking you about your educational and occupational experiences since graduation from high school. You were also asked to evaluate your educational experiences while a student at Pocatello High School.

This letter is to remind you that we have not received your form and are confident that you will take the necessary time to complete and return this information to us as soon as possible.

With this letter you will find another form, and a stamped and self-addressed envelope in case you have misplaced the others.

As we indicated earlier, your answers will be held in strict abeyance and no names will be used in the report. Notice that we do not ask you to sign your name. Please be completely frank and honest.

Please disregard this letter if you have already mailed your form to us.

Sincerely,

(Signed) Rulon M. Ellis

Rulon M. Ellis
Superintendent of Schools
Pocatello School District

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This letter is to remind you that we have not received your form and are confident that you will take the necessary time to complete and return this information to us as soon as possible.

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Please disregard this letter if you have already mailed your form to us.

Sincerely,

(Signed) Jay Casper

Jay Casper
Superintendent of Schools
Idaho Falls School District

PERSONAL DATA SHEET

NAME ____
(Last) (First) Middle or Maiden

CODE

1-6. Student Identification Number ____________________ ____

7. Sex ____________________ ____

8. Race: ____ (1) White ____ (3) Greek ____ (5) Amer.-Indian
____ (2) Negro ____ (4) Oriental ____ (6) Spanish-Amer. ____

9-11. Verbal: Std. (SCAT) ____________________ ____

12-14. Quan.: Std. (SCAT) ____________________ ____

15-17. Total: Std. (SCAT) ____________________ ____

18-19. Expression: Std. (ITED) ____________________ ____

20-21. Quan.: Std. (ITED) ____________________ ____

22-23. Vocab.: Std. (ITED) ____________________ ____

24-25. Total: Std. (ITED) ____________________ ____

26. Class Rank: ___ (1) Q_1 ___ (2) Q_2 ___ (3) Q_3 ___ (4) Q_4 ___ ____

27-28. Cumulative G.P.A. ____________________ ____

In computing the following subject area grade point averages, e.g., English, math., science, commercial, and vocational, use the following grade values: A=4, B=3, C=2, and F=0.

29. Number of English classes ____________________ ____
30-31. ENGLISH G.P.A. (comp., lit., word study etc.__________ ____

Subject	Grade	Points

Total=

32. Number of math classes ____________________ ____

CODE

33-34. MATHEMATICS G.P.A. (algebra, plane geom., trig., etc. ____ ____

Subject	Grade	Points

Total=

35. Number of science classes ____________________ ____

36-37. SCIENCE G.P.A. (biol., physics, chem., physio., etc.) ____ ____

Subject	Grade	Points

Total=

38. Number of commercial classes ________________ ____

39-40. COMMERCIAL G.P.A.(bus., book., bus. law, typing,shorthand,etc.) ____

Subject	Grade	Points

Total=

41. Number of vocational classes ________________ ____

42-43. VOCATIONAL G.P.A. (ag., D.E., shop, woodworking, etc.)____ ____

Subject	Grade	Points

Total=

44. ATTENDANCE _________________________ ____

Grade	Days Absent
10	
11	
12	
Average=	

____ (1) Excellent (0-4)
____ (2) Good (5-8)
____ (3) Average (9-12)
____ (4) Poor (13-15)
____ (5) Excessive (16+)

45. BLANK _____________________________ ____

46. Number of Card ____________________ ____

APPENDIX B

TABLE I

DISTRIBUTION OF QUESTIONNAIRE RETURNS

Graduates	Number of Graduates	Ques. Sent	Questionnaires Returned					
			Males	%	Females	%	Total	%
1954	332	190	47	24.7	70	36.8	117	61.5
1955	361	257	80	31.1	85	33.0	165	64.2
1956	435	298	105	35.2	90	30.2	195	65.4
1957	392	264	87	32.9	83	31.4	170	64.3
1958	432	330	104	31.5	100	30.3	204	61.8
1959	455	338	107	31.6	110	32.5	217	64.2
1960	479	342	118	34.5	106	30.9	224	65.4
1961	556	395	130	32.9	130	32.9	260	65.8
1962	514	404	104	25.7	125	30.9	229	56.6
1963	581	453	126	27.8	140	30.9	266	58.7
Total	4537	3271	1008	30.8	1039	31.7	2047	62.5

TABLE II

MARITAL, FAMILY AND RELIGIOUS STATUS OF RESPONDENTS

Graduates of	Marital Status					No. of Children					
	Single	Married	Divorced	Separated	Widow	0	1	2	3	4	5+
1954-55											
Males	4.6	39.2	1.4	0.0	0.0	7.5	7.1	14.2	8.9	3.9	3.2
Females	1.7	50.3	1.7	0.3	0.3	5.0	8.2	13.9	12.8	9.6	5.3
Total	6.4	89.6	3.2	0.3	0.3	12.5	15.3	28.2	21.7	13.5	8.5
1956-57											
Males	4.6	46.4	1.3	0.2	0.0	10.4	10.4	14.9	10.7	4.4	1.1
Females	1.9	42.3	2.1	0.5	0.2	5.8	8.0	12.7	13.8	5.2	2.2
Total	6.5	88.7	3.5	0.8	0.2	16.2	18.5	27.6	24.5	9.6	3.3
1958-59											
Males	8.0	41.5	0.4	0.0	0.0	19.6	14.6	11.0	3.1	1.1	0.4
Females	3.5	43.2	2.1	0.4	0.4	13.4	7.4	17.5	8.3	2.8	0.2
Total	11.6	84.7	2.6	0.4	0.4	33.0	22.0	28.5	11.5	4.0	0.7
1960-61											
Males	16.9	33.1	1.2	0.0	0.0	30.6	12.1	5.8	1.8	0.2	0.0
Females	4.7	42.0	1.4	0.4	0.0	16.5	15.9	13.6	2.9	0.0	0.0
Total	21.7	75.1	2.6	0.4	0.0	47.2	28.1	19.5	4.8	0.2	0.0
1962-63											
Males	29.1	17.2	0.7	0.5	0.0	35.2	6.7	3.6	0.8	0.2	0.4
Females	13.8	38.0	0.3	0.0	0.0	26.0	17.9	7.9	0.6	0.2	0.2
Total	42.9	55.2	1.1	0.5	0.0	61.3	24.6	11.6	1.4	0.4	0.6
Total	20.1	76.6	2.5	0.5	0.1	37.4	22.5	22.1	11.2	4.5	2.0

TABLE II--Continued

Graduates Of	Religious Preference								
	Protestant	Latter-Day Saints	Catholic	Christian Scientist	Jewish	Greek Orthodox	Assembly of God	Seventh-Day Adventist	Other
1954-55									
Males	14.7	22.0	4.4	0.3	0.0	0.0	0.0	0.0	4.7
Females	11.0	33.0	4.7	0.0	0.3	0.3	0.0	0.7	3.3
Total	25.7	55.1	9.1	0.3	0.3	0.3	0.0	0.7	8.0
1956-57									
Males	13.0	28.0	6.6	0.0	0.2	0.0	0.2	0.2	3.4
Females	15.3	24.5	5.7	0.0	0.2	0.5	0.0	0.0	1.7
Total	28.3	52.6	12.4	0.0	0.2	0.5	0.2	0.2	5.2
1958-59									
Males	9.2	30.5	2.7	0.2	0.2	1.0	0.7	0.0	4.5
Females	13.2	28.0	7.5	0.0	0.0	0.5	0.0	0.0	1.2
Total	22.5	58.6	10.2	0.2	0.2	1.5	0.7	0.0	5.7
1960-61									
Males	12.9	30.8	3.8	0.0	0.2	0.2	0.0	0.0	3.0
Females	14.0	27.1	6.4	0.0	0.2	0.4	0.2	0.0	0.4
Total	26.9	57.9	10.3	0.0	0.4	0.6	0.2	0.0	3.4
1962-63									
Males	11.7	26.0	4.8	0.4	0.0	0.2	0.2	0.0	4.0
Females	14.1	29.0	6.6	0.0	0.0	0.2	0.6	0.0	1.8
Total	25.8	55.1	11.5	0.4	0.0	0.4	0.8	0.0	5.8
Total	25.8	56.0	10.8	0.2	0.2	0.7	0.4	0.1	5.4

TABLE III

ACTIVITIES OF RESPONDENTS DURING FIRST FULL-YEAR AFTER GRADUATION

Graduates	1954-55			1956-57			1958-59			1960-61			1962-63			Total		
Of	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Worked	9.8	16.3	26.5	14.4	16.3	30.7	10.4	16.0	26.5	9.3	13.7	23.0	8.2	12.7	20.9	10.2	14.8	25.1
Univ.(Acad)	22.5	15.5	44.0	24.0	15.5	39.5	27.0	16.5	43.5	26.8	18.1	45.0	24.4	25.3	49.7	25.2	19.5	44.7
Univ.(voc)	0.7	1.9	1.8	0.2	1.9	2.2	1.2	2.1	3.4	0.8	0.8	1.6	0.4	1.0	1.4	0.7	1.4	2.1
Jr Col(acad)	0.3	0.8	0.7	0.2	0.8	1.1	0.0	0.0	0.0	1.0	1.2	2.3	0.6	1.8	2.4	0.5	0.9	1.4
Jr Col (voc)	0.0	0.0	0.3	0.0	0.0	0.0	0.2	0.0	0.2	0.2	0.4	0.6	0.0	0.0	0.0	0.1	0.1	0.2
Trade & Tech	0.3	1.6	2.5	0.8	1.6	2.5	1.9	0.9	2.9	0.6	1.6	2.3	1.4	2.8	4.3	1.1	1.9	3.0
Voc. Course	0.0	1.4	0.3	0.0	1.4	1.4	0.4	1.9	2.4	0.0	1.4	1.4	0.0	0.6	0.6	0.1	1.2	1.3
Business Sch	0.0	0.2	0.7	0.0	0.2	0.2	0.0	2.6	2.6	0.4	2.9	3.3	0.2	1.6	1.8	0.1	1.8	1.9
Nursing Cour	0.0	0.2	2.1	0.2	0.2	0.5	0.0	1.2	1.2	0.0	1.0	1.0	0.0	0.4	0.4	0.0	0.9	1.0
Armed Forces	10.1	0.0	10.9	10.1	0.0	10.1	8.0	0.2	8.2	10.9	0.2	11.2	8.2	0.0	8.2	9.4	0.2	9.6
Other	1.8	9.0	9.8	2.2	9.0	11.2	0.4	8.2	8.7	1.0	6.7	7.8	2.8	6.9	9.8	1.7	7.7	9.4

TABLE IV

LEVEL OF EDUCATIONAL ATTAINMENT

Graduates Of	1954-55			1956-57			1958-59			1960-61			1962-63			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
None	18.8	32.9	51.8	21.3	33.1	54.4	22.6	30.3	53.0	30.9	29.2	60.2	36.9	38.3	75.3	27.3	32.9	60.2
Voc. Diploma	2.8	7.6	10.5	5.6	5.3	10.9	1.9	8.6	10.6	3.5	6.4	10.0	2.8	6.7	9.5	3.3	6.9	10.2
Voc. Cert.	4.3	1.4	5.7	4.4	0.2	4.7	5.0	1.6	6.7	2.5	2.5	5.0	2.2	0.8	3.0	3.5	1.3	4.9
Assoc. Degree	0.3	0.3	0.7	1.1	0.0	1.1	1.2	0.2	1.4	0.8	0.8	1.6	0.0	1.6	1.6	0.6	0.6	1.3
BA or BS	12.3	10.5	22.8	13.7	8.7	22.4	14.9	7.9	22.8	12.1	9.2	21.3	4.2	5.9	10.2	11.1	8.2	19.3
MA or MS	4.7	1.0	5.7	4.2	0.5	4.7	3.6	0.9	4.5	1.0	0.2	1.2	0.2	0.0	0.2	2.4	0.4	2.9
Doctorate	2.1	0.3	2.5	1.4	0.0	1.4	0.7	0.0	0.7	0.4	0.0	0.4	0.0	0.0	0.0	0.7	0.0	0.8

TABLE V

EDUCATIONAL INSTITUTION ATTENDED AND DEGREE RECEIVED

	ISU		C of I		U of I		USU		U of U		BYU		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1954-55																
BA	41	2.0	0	0.0	10	0.4	4	0.1	4	0.1	5	0.2	19	0.9	83	4.0
Ma	3	0.1	0	0.0	2	0.0	0	0.0	0	0.0	0	0.0	12	0.5	17	0.8
Doct	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	0.3	7	0.3
1956-57																
BA	63	3.0	1	0.0	14	0.6	3	0.1	4	0.1	12	0.5	16	0.7	113	5.5
MA	2	0.0	0	0.0	1	0.0	0	0.0	1	0.0	2	0.0	7	0.3	13	0.6
Doct	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	2	0.0	3	0.1
1958-59																
BA	77	3.7	0	0.0	12	0.5	4	0.1	5	0.2	6	0.2	15	0.7	120	5.8
MA	1	0.0	0	0.0	4	0.1	0	0.0	2	0.0	0	0.0	14	0.6	21	1.0
Doct	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0.1	3	0.1
1960-61																
BA	57	2.7	0	0.0	14	0.6	3	0.1	9	0.4	8	0.3	19	0.9	110	5.3
MA	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	5	0.2	6	0.2
Doct	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.0	2	0.0
1962-63																
BA	25	1.2	0	0.0	5	0.2	3	0.1	1	0.0	5	0.2	12	0.5	52	2.5
MA	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	2	0.0
Doct	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	1	0.0
Total																
BA	263	12.8	1	0.0	55	2.6	17	0.8	23	1.1	36	1.7	81	3.9	478	23.4
MA	6	0.2	0	0.0	7	0.3	0	0.0	4	0.1	2	0.0	39	1.9	59	2.8
Doct	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	1	0.0	14	0.6	16	0.7

TABLE VI

EVALUATION OF MAJOR FEATURES OF HIGH SCHOOL

	Course of Study		Library Services		Extra-Curr. Program		Phy. Lay-out of High Sch.		Quality of Teachers		Student & Teacher Relationship	
	N	%	N	%	N	%	N	%	N	%	N	%
1954-55												
Excellent	28	10.0	20	7.2	57	20.5	17	6.0	26	9.2	27	9.6
Good	126	45.1	83	30.2	145	52.1	99	35.4	146	51.9	127	45.1
Average	104	37.2	116	42.3	67	24.1	123	44.0	96	34.1	105	37.3
Poor	21	7.5	55	20.0	9	3.2	40	14.3	13	4.6	22	7.8
1956-57												
Excellent	29	8.1	26	7.2	67	18.8	13	3.6	30	8.3	38	10.4
Good	160	44.9	124	34.6	204	57.4	110	30.6	177	49.1	164	45.3
Average	139	39.0	136	37.9	72	20.2	166	46.2	135	37.5	127	35.0
Poor	28	7.8	72	20.1	12	3.3	70	19.4	18	5.0	33	9.1
1958-59												
Excellent	42	10.0	27	6.5	106	25.4	12	2.8	21	5.0	30	7.1
Good	170	40.8	142	34.3	217	52.0	114	27.4	192	46.1	191	45.5
Average	175	42.0	167	40.4	74	17.7	213	51.2	178	42.7	168	40.0
Poor	29	6.9	77	18.6	20	4.7	77	18.5	25	6.0	30	7.1
1960-61												
Excellent	41	8.6	23	4.8	101	21.0	12	2.5	32	6.6	44	9.1
Good	184	38.6	142	29.7	243	50.7	118	24.5	205	42.6	194	40.2
Average	214	44.9	183	38.2	113	23.5	214	44.5	201	41.7	196	40.6
Poor	37	7.7	130	27.1	22	4.5	136	28.3	43	8.9	48	9.9
1962-63												
Excellent	51	10.1	30	6.0	142	28.2	20	4.0	38	7.6	56	11.3
Good	231	45.8	165	33.1	242	48.1	124	25.2	234	46.8	217	43.8
Average	175	34.7	204	40.9	95	18.8	232	47.1	191	38.2	177	35.7
Poor	47	9.3	99	19.8	24	4.7	116	23.5	36	7.2	45	9.0
Total												
Excellent	191	9.4	126	6.2	473	23.2	74	3.6	147	7.2	195	9.5
Good	871	42.8	656	32.4	1051	51.7	565	27.8	954	46.8	893	43.7
Average	807	39.7	806	39.8	421	20.7	948	46.7	801	39.3	773	37.9
Poor	162	7.9	433	21.4	87	4.2	439	21.6	135	6.6	178	8.7

TABLE VII

EVALUATION OF GUIDANCE SERVICES

Graduates of	Area									
	Abilities & Limitations		Test Interpretation		Subjects To Take		Personal & Social Problems		Vocational Planning	
	N	%	N	%	N	%	N	%	N	%
1954-55										
Great Deal	17	6.1	11	3.9	12	4.3	14	5.0	3	1.0
Some	62	22.3	61	21.8	56	20.2	53	19.0	39	14.1
Little	77	27.7	77	27.5	59	21.2	61	21.9	46	16.6
None	121	43.6	130	46.5	150	54.1	150	53.9	188	68.1
1956-57										
Great Deal	26	7.1	18	5.0	16	4.4	14	3.8	14	3.8
Some	92	25.3	93	25.8	66	18.2	66	18.3	42	11.6
Little	107	29.4	112	31.1	101	27.9	87	24.1	68	18.7
None	138	38.0	137	38.0	179	49.4	193	53.6	238	65.7
1958-59										
Great Deal	30	7.2	32	7.7	20	4.8	28	6.7	22	5.3
Some	105	25.4	128	30.9	79	19.2	81	19.6	46	11.2
Little	123	29.8	108	26.1	112	27.2	100	24.2	79	19.2
None	154	37.3	145	35.1	200	48.6	204	49.3	263	64.1
1960-61										
Great Deal	38	7.9	48	10.0	23	4.7	26	5.4	15	3.1
Some	129	26.8	119	24.9	80	16.5	76	15.9	65	13.5
Little	127	26.4	143	29.9	132	27.3	111	23.2	92	19.1
None	186	38.7	167	35.0	247	51.2	264	55.3	308	64.1
1962-63										
Great Deal	42	8.5	63	12.9	35	6.9	29	5.8	24	4.7
Some	151	30.5	169	34.6	127	25.2	90	18.1	83	16.5
Little	149	30.1	134	27.4	137	27.2	130	26.2	106	21.1
None	152	30.7	122	25.0	203	40.4	247	49.7	288	57.4
Total										
Great Deal	153	7.5	172	8.5	106	5.2	111	5.4	78	3.8
Some	539	26.6	570	28.2	408	20.0	366	18.0	275	13.5
Little	583	28.7	574	28.4	541	26.5	489	24.1	391	19.2
None	751	37.0	701	34.7	979	48.1	1058	52.2	1285	63.3

TABLE VII--Continued

Graduates	Area							
	Getting A Job		Deciding to Go To College		Selecting A College		Getting Into A College	
	N	%	N	%	N	%	N	%
1954-55								
Great Deal	13	4.7	16	5.7	4	1.4	10	3.7
Some	18	6.5	39	14.0	20	7.3	19	7.0
Little	20	7.3	34	12.2	31	11.4	30	11.1
None	222	81.3	188	67.8	216	79.7	211	78.1
1956-57								
Great Deal	17	4.7	15	4.1	9	2.5	14	3.9
Some	24	6.7	47	13.0	24	6.7	30	8.4
Little	43	12.0	66	18.3	47	13.1	51	14.3
None	272	76.4	231	64.3	277	77.5	261	73.3
1958-59								
Great Deal	14	3.4	35	8.5	19	4.6	16	3.8
Some	19	4.6	49	11.9	34	8.2	35	8.5
Little	40	9.8	85	20.6	57	13.8	66	16.0
None	333	82.0	242	58.8	301	73.2	294	71.5
1960-61								
Great Deal	7	1.4	27	5.6	15	3.1	18	3.7
Some	22	4.6	77	16.0	42	8.8	46	9.6
Little	47	9.9	102	21.2	66	13.8	82	17.2
None	396	83.8	273	56.9	353	74.1	330	69.3
1962-63								
Great Deal	14	2.8	41	8.3	23	4.7	39	8.0
Some	34	6.8	83	16.8	51	10.4	72	14.7
Little	60	12.1	98	19.8	82	16.8	82	16.8
None	387	78.1	271	54.9	330	67.9	294	60.3
Total								
Great Deal	65	3.2	134	6.6	70	3.4	97	4.8
Some	117	5.8	295	14.6	171	8.5	202	10.1
Little	210	10.4	385	19.0	283	14.1	311	15.5
None	1610	80.4	1205	59.6	1477	73.8	1390	69.5

TABLE VIII

STRENGTHS AND WEAKNESSES IN THE CURRICULUM

Emphasis Needed	Child Care & Training		Home & Family Relationship		Occupational Information		Consumer Education		Dev. of Cultural & Social Life		English Written	
	N	%	N	%	N	%	N	%	N	%	N	%
1954-55												
Much more	24	9.6	35	13.5	97	35.7	69	25.8	43	15.8	67	24.0
More	68	27.3	106	40.9	130	47.9	117	43.8	106	38.9	77	27.5
Sufficient	147	59.0	111	42.8	44	16.2	81	30.3	111	40.8	131	46.9
Less	10	4.0	7	2.7	0	0.0	0	0.0	12	4.4	4	1.4
1956-57												
Much more	48	14.2	72	20.5	134	37.2	106	29.5	48	13.3	83	22.8
More	118	35.0	146	41.7	155	43.0	150	41.7	153	42.5	99	27.1
Sufficient	157	46.5	120	34.2	70	19.4	99	27.5	149	41.3	178	48.9
Less	14	4.1	12	3.4	1	0.2	4	1.1	10	2.7	4	1.0
1958-59												
Much more	51	12.8	64	15.6	124	30.2	101	24.4	53	12.9	108	25.9
More	117	29.4	168	40.9	188	45.8	177	42.8	162	39.6	115	27.6
Sufficient	202	50.8	161	39.2	86	20.9	129	31.2	176	43.0	190	45.6
Less	27	6.8	17	4.1	12	2.9	6	1.4	18	4.4	3	0.7
1960-61												
Much more	79	16.9	99	20.8	146	30.4	98	20.5	85	17.7	137	28.4
More	142	30.4	184	38.7	211	44.0	215	45.1	157	32.7	139	28.8
Sufficient	216	46.2	174	36.6	116	24.2	153	32.1	222	46.2	203	42.1
Less	30	6.4	18	3.7	6	1.2	10	2.1	16	3.3	3	0.6
1962-63												
Much more	62	12.7	103	21.1	140	28.3	107	22.0	84	16.9	135	26.6
More	170	34.9	189	38.7	238	48.1	188	38.7	169	34.1	151	29.8
Sufficient	230	47.2	178	36.4	107	21.6	185	38.1	230	46.4	208	41.1
Less	25	5.1	18	3.6	9	1.8	5	1.0	12	2.4	12	2.3
Total												
Much more	264	13.6	373	18.8	641	31.8	481	24.0	313	15.5	530	25.8
More	615	31.7	793	40.0	922	45.7	847	42.3	747	37.0	581	28.3
Sufficient	952	49.1	744	37.5	423	21.0	647	32.3	888	44.0	910	44.4
Less	106	5.4	72	3.6	28	1.3	25	1.2	68	3.3	26	1.2

TABLE VIII--Continued

Emphasis Needed	English-Oral		Reading & Comprehen.		Investments & Insurance		Vocational Training		U.S. Constitution & Government		College Prep.	
	N	%	N	%	N	%	N	%	N	%	N	%
1954-55												
Much more	64	23.1	89	32.2	51	19.3	70	26.1	28	10.0	85	30.7
More	82	29.6	99	35.8	125	47.3	106	39.5	58	20.8	114	41.3
Sufficient	127	45.8	86	31.1	79	29.9	88	32.8	190	68.3	74	26.8
Less	4	1.4	2	0.7	9	3.4	4	1.4	2	0.7	3	1.0
1956-57												
Much more	79	21.7	104	28.6	68	19.1	103	28.3	44	12.1	115	31.7
More	114	31.4	132	36.3	187	52.6	135	37.1	88	24.3	142	39.2
Sufficient	167	46.0	122	33.6	93	26.1	120	33.0	221	61.2	103	28.4
Less	3	0.8	5	1.3	7	1.9	5	1.3	8	2.2	2	0.5
1958-59												
Much more	87	20.8	123	29.6	96	23.3	112	26.9	41	9.8	133	32.2
More	132	31.6	148	35.6	187	45.3	134	32.2	86	20.6	160	38.7
Sufficient	193	46.2	141	33.9	119	28.8	160	38.5	283	67.8	115	27.8
Less	5	1.1	3	0.7	10	2.4	9	2.1	7	1.6	5	1.2
1960-61												
Much more	115	23.8	165	34.2	112	23.5	103	21.9	51	10.5	150	31.1
More	153	31.6	153	31.7	226	47.5	167	35.6	104	21.5	183	38.0
Sufficient	209	43.2	158	32.7	123	25.8	191	40.7	316	65.5	142	29.5
Less	6	1.2	6	1.2	14	2.9	8	1.7	11	2.2	6	1.2
1962-63												
Much more	118	23.7	176	35.4	126	26.0	87	17.9	42	8.5	156	31.1
More	172	34.6	170	34.2	208	42.9	180	37.1	115	23.3	218	43.5
Sufficient	203	40.9	149	29.9	142	29.3	212	43.7	326	66.2	124	24.7
Less	3	0.6	2	0.4	8	1.6	6	1.2	9	1.8	3	0.5
Total												
Much more	463	22.7	657	32.3	453	22.7	475	23.7	206	10.1	639	31.4
More	653	32.0	702	34.5	933	46.8	722	36.1	451	22.2	817	40.1
Sufficient	899	44.1	656	32.2	556	27.9	771	38.5	1336	65.8	558	27.4
Less	21	1.0	18	0.8	48	2.4	32	1.6	37	1.8	19	0.9

TABLE VIII--Continued

Emphasis Needed	Phys. & Mental Hygiene		Science & Scient. Methods		Career Days & Field Trips		Getting Along With People		Personal Typing		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
1954-55												
Much more	26	9.4	63	22.9	73	26.5	44	16.1	13	4.7	0	0.0
More	82	29.8	113	41.2	120	43.6	71	26.0	45	16.4	1	100.0
Sufficient	162	58.9	97	35.4	74	26.9	154	56.4	212	77.6	0	0.0
Less	5	1.8	1	0.3	8	2.9	4	1.4	3	1.0	0	0.0
1956-57												
Much more	35	9.6	64	17.7	93	25.6	45	12.5	21	5.9	3	100.0
More	90	24.8	141	39.1	160	44.1	104	28.9	66	18.5	0	0.0
Sufficient	226	62.4	153	42.5	101	27.9	203	56.5	257	72.3	0	0.0
Less	11	3.0	2	0.5	8	2.2	7	1.9	11	3.0	0	0.0
1958-59												
Much more	48	11.5	77	18.5	86	20.7	56	13.5	22	5.4	1	20.0
More	93	22.4	152	36.6	158	38.1	103	24.9	54	13.2	1	20.0
Sufficient	263	63.3	181	43.6	156	37.6	243	58.8	328	80.5	3	60.0
Less	11	2.6	5	1.2	14	3.3	11	2.6	3	0.7	0	0.0
1960-61												
Much more	52	10.8	80	16.5	121	25.4	68	14.1	21	4.4	6	42.8
More	127	26.4	175	36.2	193	40.5	130	26.9	82	17.4	4	28.5
Sufficient	289	60.0	222	45.9	146	30.6	271	56.2	361	76.9	2	14.2
Less	13	2.7	6	1.2	16	3.3	13	2.6	5	1.0	2	14.2
1962-63												
Much more	51	10.2	87	17.5	121	25.0	66	13.6	34	7.1	9	32.1
More	160	32.2	180	36.3	185	38.0	130	26.9	90	18.8	6	21.4
Sufficient	274	55.2	223	45.0	163	33.7	275	56.9	347	72.5	12	42.8
Less	11	2.2	5	1.0	15	3.1	12	2.4	7	1.4	1	3.5
Total												
Much more	212	10.4	371	18.3	494	24.5	279	13.8	111	5.6	19	37.2
More	552	27.2	761	37.5	815	40.5	538	26.7	337	17.0	12	23.5
Sufficient	1214	59.8	876	43.2	640	31.8	1146	57.0	1505	75.9	17	33.3
Less	51	2.5	19	0.9	61	3.0	47	2.3	29	1.4	3	5.8

TABLE IX

SUBJECTS TAKEN IN HIGH SCHOOL WHICH HAVE BEEN OF MOST VALUE IN PURSUING POST-HIGH SCHOOL EDUCATION

Graduates Of	First Preference		Second Preference		Third Preference		Fourth Preference		Fifth Preference	
	N	Subject	N	Subject	N	Subject	N	Subject	N	Subject
1954 Through 1958	336	English Composition	332	Typing	246	Algebra	132	Word Study	120	English Literature
1959 Through 1963	417	English Composition	366	Typing	303	Algebra	227	Word Study	195	English Literature
Total	753	English Composition	698	Typing	549	Algebra	359	Word Study	315	English Literature

TABLE X

SUBJECTS TAKEN IN HIGH SCHOOL WHICH HAVE BEEN OF MOST VALUE IN TYPE OF WORK FOLLOWED

Graduates Of	First Preference		Second Preference		Third Preference		Fourth Preference		Fifth Preference	
	N	Subject	N	Subject	N	Subject	N	Subject	N	Subject
1954 Through 1958	371	Typing	311	English Composition	207	Algebra	143	Bookkeeping	141	Speech
1959 Through 1963	383	Typing	281	English Composition	236	Algebra	188	Bookkeeping	146	Word Study
Total	754	Typing	592	English Composition	443	Algebra	331	Bookkeeping	264	Word Study

TABLE XI

SUBJECTS TAKEN IN HIGH SCHOOL WHICH HAVE BEEN OF MOST VALUE IN MEETING THE DEMANDS OF EVERYDAY LIFE

Graduates Of	First Preference		Second Preference		Third Preference		Fourth Preference		Fifth Preference	
	N	Subject	N	Subject	N	Subject	N	Subject	N	Subject
1954 Through 1958	370	English Composition	272	Typing	257	U. S. Government	249	Home Economics	200	English Literature
1959 Through 1963	485	U. S. Government	412	English Composition	316	Typing	261	English Literature	227	Word Study
Total	782	English Composition	742	U. S. Government	588	Typing	473	Home Economics	461	English Literature

TABLE XII

SUBJECTS TAKEN IN HIGH SCHOOL WHICH HAVE BEEN OF LEAST VALUE

Graduates Of	First Preference		Second Preference		Third Preference		Fourth Preference		Fifth Preference	
	N	Subject	N	Subject	N	Subject	N	Subject	N	Subject
1954 Through 1958	250	Biology	221	Algebra	185	Physical Education	168	Plane Geometry	166	Chemistry
1959 Through 1963	304	Biology	289	Plane Geometry	225	Physical Education	221	Algebra	187	Student Service
Total	554	Biology	457	Plane Geometry	442	Algebra	410	Physical Education	340	Chemistry

TABLE XIII

GLOBAL SUBJECT EVALUATION

Graduates of:	1954 Through 1958				1959 Through 1963				Total			
Subjects	Value College	Value Job	Value Life	Least Value	Value College	Value Job	Value Life	Least Value	Value College	Value Job	Value Life	Least Value
English comp.	336	311	370	44	417	281	412	65	753	592	782	109
English lit.	120	99	200	132	195	97	261	148	315	196	461	280
Word study	132	118	145	18	227	146	227	39	359	264	372	57
Speed reading	5	8	8	1	8	6	10	1	13	14	18	2
Remedial read.	3	4	11	4	6	4	7	0	9	8	18	4
Journalism	11	15	18	17	11	7	17	11	22	22	35	28
Speech	119	141	190	18	109	115	196	15	228	256	386	33
Debate	10	10	16	8	19	12	24	6	29	22	40	14
Drama	4	10	10	18	33	29	57	39	37	39	67	57
Latin	70	31	22	95	79	31	37	98	149	62	59	193
French	9	3	2	16	26	10	16	48	35	13	18	64
Spanish	26	16	13	102	43	21	33	171	69	37	46	273
German	4	1	4	32	1	0	0	1	5	1	4	33
U.S. govt.	59	56	257	82	185	88	485	110	244	144	742	192
U.S. history	89	42	182	100	95	44	210	158	184	86	392	258
World history	33	19	64	110	18	10	36	77	51	29	100	187
Geography	4	14	31	46	8	11	29	48	12	25	60	94
Psychology	66	80	146	15	76	98	217	57	142	178	363	72
Sociology	37	56	131	34	39	71	187	61	76	127	318	95
Biology	93	59	84	250	96	62	93	304	179	121	177	554
Zoology	15	14	0	18	7	9	2	25	22	23	2	43
Chemistry	103	72	33	166	135	73	36	174	238	145	69	340
Physics	64	76	25	45	122	69	58	38	186	145	83	83
Physiology	26	31	39	15	40	41	59	15	66	72	98	30
Geology	4	3	1	4	18	7	6	33	22	10	7	37
Electronics	2	1	0	3	3	6	0	0	5	7	0	3
Algebra	246	207	113	221	303	236	205	221	549	443	318	442
Plane geometry	110	90	22	168	125	92	40	289	235	182	62	457

TABLE XIII--Continued

Graduates of:	1954 Through 1958				1959-Through 1963				Total			
Subjects	Value College	Value Job	Value Life	Least Value	Value College	Value Job	Value Life	Least Value	Value College	Value Job	Value Life	Least Value
Solid geom.	52	41	6	30	57	43	4	42	109	84	10	72
Trigonometry	71	53	10	8	121	70	17	22	192	123	27	30
Calculus	3	3	0	0	35	19	4	7	38	22	4	7
Typing	332	371	272	51	366	383	316	58	698	754	588	109
Shorthand	77	97	12	68	74	123	17	84	151	220	29	152
Office prac.	46	106	18	17	36	89	11	7	82	195	29	24
Gen. business	41	92	52	22	52	108	66	22	93	200	118	44
Bookkeeping	78	143	105	53	119	188	137	55	197	331	242	108
Economics	9	28	62	49	17	27	45	24	26	55	107	73
Business Law	29	51	80	40	33	43	60	34	62	94	140	74
Distrib. ed.	5	13	13	18	13	31	26	16	18	44	39	34
Consumer ed.	0	4	7	3	3	2	3	2	3	6	10	5
Home econ.	28	76	249	19	35	68	224	42	63	144	473	61
Life manage.	0	8	17	3	4	7	12	2	4	15	29	5
Student serv.	14	23	26	98	15	29	44	187	29	52	70	285
Libr. science	5	1	6	9	2	2	5	15	7	3	11	24
Physical ed.	25	49	154	185	45	63	217	225	70	112	371	410
Health	13	33	127	63	21	58	211	129	34	91	338	192
Band	8	5	21	34	18	8	35	36	26	13	56	70
Orchestra	5	3	10	4	3	2	5	11	8	5	15	15
Choir	17	22	52	47	20	19	51	66	37	41	103	113
Art	22	23	37	68	23	24	31	86	45	47	68	154
Agriculture	10	9	12	11	6	8	14	4	16	16	26	15
Engr. drawing	6	11	0	4	19	14	3	6	25	25	3	10
Mech. drawing	20	32	16	22	35	47	14	23	55	79	30	45
Indust. arts.	7	13	11	22	10	29	26	34	17	42	37	56
Auto mech.	0	2	1	2	1	1	1	0	1	3	2	2
Machine shop	2	2	5	4	2	7	4	2	4	9	9	6

TABLE XIV

MAIN OBJECTIVES OF A HIGH SCHOOL EDUCATION

Preference	Vocational Training		General Education		Interest in Commun. & World Problems		Moral Capacity	
	N	%	N	%	N	%	N	%
1954-55								
First	28	3.3	129	15.5	6	0.7	14	1.6
Second	64	7.7	51	6.1	33	3.9	32	3.8
Third	34	4.0	46	5.5	54	6.5	35	4.2
1956-57								
First	40	3.7	169	15.8	8	0.7	23	2.1
Second	65	6.1	63	5.9	43	4.0	61	5.7
Third	50	4.6	42	3.9	53	4.9	46	4.3
1958-59								
First	47	3.9	184	15.2	10	0.8	30	2.4
Second	78	6.4	71	5.8	53	4.4	34	2.8
Third	73	6.0	47	3.9	74	6.1	46	3.8
1960-61								
First	58	5.4	142	13.2	19	1.7	27	2.5
Second	48	4.4	72	6.7	57	5.3	45	4.2
Third	47	4.4	38	3.5	62	5.8	54	5.0
1962-63								
First	75	4.5	256	15.4	17	1.0	35	2.1
Second	95	5.7	102	6.1	80	4.8	57	3.4
Third	84	5.0	67	4.0	106	6.4	60	3.6
Total								
First	248	4.2	880	15.1	60	1.0	129	2.2
Second	350	6.0	359	6.1	266	4.5	229	3.9
Third	288	4.9	240	4.1	349	5.9	241	4.1

TABLE XIV--Continued

Preference	Prepare for Marriage		Develop Talents & Creative Abilities		Prepare for College		Other	
	N	%	N	%	N	%	N	%
1954-55								
First	6	0.7	11	1.3	79	9.5	6	0.7
Second	11	1.3	31	3.7	57	6.8	0	0.0
Third	14	1.6	31	3.7	57	6.8	1	0.1
1956-57								
First	8	0.7	11	1.0	93	8.7	4	0.3
Second	13	1.2	35	3.2	74	6.9	2	0.1
Third	28	2.6	44	4.1	84	7.8	4	0.3
1958-59								
First	11	0.9	12	0.9	107	8.8	2	0.1
Second	24	1.9	42	3.4	98	8.1	2	0.1
Third	32	2.6	41	3.4	82	6.8	2	0.1
1960-61								
First	7	0.6	13	1.2	85	7.9	5	0.4
Second	19	1.7	34	3.1	78	7.3	1	0.0
Third	31	2.9	45	4.2	73	6.8	4	0.3
1962-63								
First	9	0.5	18	1.0	137	8.2	8	0.4
Second	23	1.3	51	3.0	143	8.6	1	0.0
Third	55	3.3	69	4.1	104	6.2	2	0.1
Total								
First	41	0.7	65	1.1	501	8.6	25	0.4
Second	90	1.5	193	3.3	450	7.7	6	0.1
Third	160	2.7	230	3.9	400	6.8	13	0.2

TABLE XV

PROBLEMS ENCOUNTERED AFTER GRADUATION FROM HIGH SCHOOL

Problems	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Accepting responsibility	64	13.0	92	13.9	120	15.6	82	12.2	141	13.3	499	13.6
Finding a job	36	7.3	49	7.4	76	9.8	64	9.5	110	10.4	335	9.1
Adjust. to acad. coll.	94	19.1	125	18.9	138	17.9	129	19.2	192	18.2	678	18.6
Adjust. to social. coll.	31	6.3	42	6.3	41	5.3	38	5.6	61	5.7	213	5.8
Adjust. to married life	44	8.9	66	9.9	70	9.1	50	7.4	71	6.7	301	8.2
Financial problems	57	11.5	102	15.4	108	14.0	86	12.8	142	13.4	495	13.5
Getting out on own	49	9.9	43	6.5	78	10.1	66	9.8	110	10.4	346	9.4
No problems	93	18.9	105	15.8	114	14.8	119	17.7	181	17.1	612	16.7
Other	24	4.8	37	5.5	23	2.9	35	5.2	45	4.2	164	4.5
Total	492	100.0	661	100.0	768	100.0	669	100.0	1053	100.0	3643	100.0

TABLE XVI

LEISURE TIME ACTIVITIES

Activity	1954-1958						1959-1963					
	1st Choice		2nd Choice		3rd Choice		1st Choice		2nd Choice		3rd Choice	
	N	%	N	%	N	%	N	%	N	%	N	%
Reading	233	9.4	167	6.7	133	5.4	299	9.1	219	6.7	170	5.2
Sports (spect.)	59	2.3	133	5.4	67	2.7	91	2.7	147	4.5	96	2.9
Sports (part.)	221	8.9	87	3.5	73	2.9	304	9.3	143	4.3	106	3.2
Gardening	19	0.7	45	1.8	49	1.9	13	0.3	26	0.7	35	1.0
Sewing	82	3.3	89	3.6	53	2.1	100	3.0	82	2.5	71	2.1
Fine Arts (spect.)	34	1.3	56	2.2	58	2.3	39	1.1	87	2.6	80	2.4
Fine Arts (part.)	37	1.5	41	1.6	30	1.2	49	1.5	46	1.4	37	1.1
Parties	26	1.0	63	2.5	97	3.9	43	1.3	138	4.2	147	4.5
Movies & TV	44	1.7	103	4.1	186	7.5	76	2.3	162	4.9	235	7.2
None	0	0.0	1	0.0	3	0.1	4	0.1	4	0.1	8	0.2
Other	80	3.2	43	1.7	47	1.9	91	2.7	46	1.4	65	1.9

TABLE XVI--Continued

Activity	Total					
	1st Choice		2nd Choice		3rd Choice	
	N	%	N	%	N	%
Reading	532	9.3	386	6.7	303	5.2
Sports (spect.)	150	2.6	280	4.8	163	2.8
Sports (part.)	525	9.1	230	4.0	179	3.1
Gardening	32	0.5	71	1.2	84	1.4
Sewing	182	3.1	171	2.9	124	2.1
Fine Arts (spect.)	73	1.2	143	2.5	138	2.4
Fine Arts (part.)	86	1.5	87	1.5	67	1.1
Parties	69	1.2	201	3.5	244	4.2
Movies & TV	120	2.0	265	4.6	421	7.3
None	4	0.0	5	0.0	11	0.1
Other	171	2.9	89	1.5	112	1.9

TABLE XVII

OCCUPATIONAL CATEGORIES OF THE RESPONDENTS

Occupational Categories & Divisions	1954-1958		1959-1963		Total	
	M	F	M	F	M	F
	%		%		%	
Professional, Tech. & Managerial						
Architecture & engineering	7.6	0.2	12.2	0.3	19.8	0.5
Mathematics & physical sciences	0.4	0.0	0.5	0.1	1.0	0.1
Life sciences	0.0	0.0	0.2	0.2	0.2	0.2
Social Sciences	0.3	0.1	0.0	0.2	0.3	0.3
Medicine & health	2.3	2.5	1.1	2.7	3.5	5.2
Education	4.2	4.7	3.3	3.8	7.6	8.5
Museum, libr. & archival	0.0	0.0	0.1	0.1	0.1	0.1
Law and jurisprudence	0.4	0.0	0.0	0.0	0.4	0.0
Religion & theology	0.0	0.0	0.1	0.0	0.1	0.0
Writing	0.0	0.1	0.1	0.2	0.1	0.3
Art	0.2	0.0	0.0	0.1	0.2	0.1
Entertainment & recreation	0.3	0.1	0.2	0.0	0.5	0.1
Administrative specializations	0.4	0.1	0.5	0.1	1.0	0.2
Managers & officials, n.e.c.*	5.7	0.2	3.2	0.2	8.9	0.4
Miscellaneous prof., tech., manag.	0.7	0.0	0.3	0.1	1.0	0.1
Clerical & Sales						
Stenography, typing, filing, ect.	0.7	4.0	0.8	9.5	1.5	13.5
Computing & account-recording	1.4	1.5	2.1	4.8	3.5	6.4
Material & production recording	0.9	0.2	0.7	0.2	1.6	0.4
Information & message distribut.	1.4	0.8	1.4	0.7	2.8	1.5
Misc. clerical	0.3	0.2	0.7	0.2	1.0	0.4
Salesmen, services	0.5	0.0	0.5	0.0	1.1	0.0
Salesmen & salespersons, commodit.	4.2	0.3	2.8	0.2	6.8	0.5
Merchandising, except salesmen	0.4	0.4	2.5	1.0	2.9	1.5

*Refers to occupations "not elsewhere classified."

TABLE XVII--Continued

Occupational Categories & Divisions	1954-1958 M	1954-1958 F	1959-1963 M	1959-1963 F	Total M	Total F
	%		%		%	
Service Occupations						
Domestic services	0.0	0.4	0.2	0.1	0.2	0.5
Food & beverage preparation	0.3	0.7	0.3	0.7	0.7	1.4
Lodging & kindred	0.1	0.0	0.2	0.0	0.3	0.0
Barbering, cosmetology & kindred	0.0	0.2	0.0	0.4	0.0	0.7
Amusement & recreation	0.3	0.0	0.4	0.2	0.8	0.2
Miscellaneous personal service	0.0	0.4	0.7	0.9	0.7	1.4
Apparel & furnishings	0.1	0.0	0.0	0.2	0.1	0.2
Protective service	0.5	0.0	0.7	0.0	1.3	0.0
Building & kindred	0.3	0.0	0.3	0.0	0.7	0.0
Plant farming	0.0	0.0	0.1	0.0	0.1	0.0
Animal farming	0.1	0.0	0.3	0.0	0.4	0.0
Misc. farming & kindred	0.2	0.0	0.1	0.0	0.3	0.0
Fishery & kindred	0.0	0.0	0.0	0.0	0.0	0.0
Forestry	0.3	0.0	0.1	0.0	0.4	0.0
Hunting, trapping & kindred	0.0	0.0	0.0	0.0	0.0	0.0
Agriculture service	0.1	0.0	0.1	0.0	0.2	0.0
Processing Occupations						
Metal	0.0	0.0	0.1	0.0	0.1	0.0
Ore refining & foundry	0.1	0.0	0.0	0.0	0.1	0.0
Food, tobacco , & related	0.5	0.2	0.7	0.4	1.3	0.7
Paper & related	0.0	0.0	0.1	0.0	0.1	0.0
Petroleum, coal, & natural gas	0.0	0.0	0.0	0.0	0.0	0.0
Chemicals, plastics, rubber, paint	0.4	0.0	0.5	0.0	1.0	0.0
Wood & wood products	0.0	0.0	0.0	0.0	0.0	0.0
Stone, clay, glass & related	0.1	0.0	0.0	0.0	0.1	0.0
Leather, textiles & related	0.0	0.0	0.0	0.0	0.0	0.0
Processing occupations, n.e.c.	0.0	0.0	0.0	0.0	0.0	0.0

TABLE XVII--Continued

Occupational Categories & Divisions	1954-1958 M	1954-1958 F	1959-1963 M	1959-1963 F	Total M	Total F
	%		%		%	
Machine Trades Occupations						
Metal machining	0.3	0.0	0.1	0.0	0.4	0.0
Metalworking occupations, n.e.c.	0.1	0.0	0.0	0.0	0.1	0.0
Mechanics & machinery repairmen	0.3	0.0	1.7	0.0	2.1	0.0
Paperworking occupations	0.0	0.0	0.0	0.0	0.0	0.0
Printing occupations	0.0	0.0	0.4	0.0	0.4	0.0
Wood machining	0.0	0.0	0.0	0.0	0.0	0.0
Machining stone, clay, glass	0.0	0.0	0.1	0.0	0.1	0.0
Textile occupations	0.0	0.0	0.1	0.0	0.1	0.0
Machine trades, n.e.c.	0.1	0.0	0.0	0.0	0.1	0.0
Bench Work Occupations						
Fabrication, assembly metal products	0.3	0.0	0.2	0.1	0.5	0.1
Fabr. assembly & repair of scientific & medical apparatus	0.3	0.0	0.3	0.0	0.7	0.0
Assembly & repair of elect. equip.	1.5	0.0	0.9	0.0	2.5	0.0
Fabr. & repair of assort. materials	0.0	0.0	0.1	0.0	0.1	0.0
Painting, deocrating and related	0.0	0.0	0.3	0.0	0.3	0.0
Fabr. & repair of plastics, synthetics	0.0	0.0	0.0	0.0	0.0	0.0
Fabr. & repair of wood products	0.7	0.0	0.2	0.0	0.9	0.0
Fabr. & repair of sand, stone, clay & glass products	0.0	0.0	0.0	0.0	0.0	0.0
Fabr. & repair of textile, leather	0.1	0.0	0.1	0.2	0.2	0.2
Bench work, n.e.c.	0.1	0.0	0.0	0.0	0.1	0.0

TABLE XVII--Continued

Occupational Categories & Divisions	1954-1958		1959-1963		Total	
	M	F	M	F	M	F
	%		%		%	
Structural Work Occupations						
Metal fabricating, n.e.c.	0.1	0.0	0.1	0.0	0.2	0.0
Welders, flame cutters, & kindred	0.4	0.0	0.3	0.0	0.8	0.0
Electrical assembl., instlling & repairing occu.	0.2	0.0	0.3	0.0	0.5	0.0
Painting, plastering, cementing & related	0.1	0.0	0.0	0.1	0.1	0.1
Excavating, grading, paving & related	0.3	0.0	0.2	0.0	0.5	0.0
Construction occupations, n.e.c.	0.3	0.0	0.8	0.0	1.1	0.0
Structural work occupations, n.e.c.	0.2	0.0	0.3	0.0	0.5	0.0
Miscellaneous Occupations						
Motor freight occupations	0.2	0.2	1.3	0.3	1.5	0.5
Transportation occupations, n.e.c.	2.8	0.1	2.0	0.1	4.8	0.2
Packaging & materials handling occu.	0.2	0.0	0.7	0.1	0.9	0.1
Occupations in extraction of minerals	0.0	0.0	0.0	0.0	0.0	0.0
Occupations in logging	0.0	0.0	0.0	0.0	0.0	0.0
Production & distribution of utilities	0.5	0.0	0.1	0.0	0.7	0.0
Amusement, recreation, & motion picture, n.e.c.	0.1	0.1	0.1	0.0	0.2	0.1
Occupations in graphic art work	0.0	0.0	0.2	0.1	0.2	0.1
Unclassified						
Armed forces	2.0	0.1	5.1	0.3	7.1	0.4
Housewife	0.0	29.9	0.0	26.1	0.0	56.0

TABLE XVIII

OCCUPATIONAL LEVELS OF RESPONDENTS

Level	1954-1958		1959-1963		Total	
	%		%		%	
	M	F	M	F	M	F
Professional & managerial (higher)	2.8	0.1	0.1	0.0	1.4	0.0
Professional, managerial & tech. (lower)	20.1	10.0	10.2	7.4	14.7	8.6
Semi-professional, small business & tech.	17.1	1.4	8.2	2.5	12.6	2.0
Skilled	19.0	5.7	15.4	8.7	17.1	7.3
Semi-skilled	10.9	9.7	24.2	18.4	18.1	14.4
Unskilled	1.2	1.2	2.7	1.0	2.0	1.1

TABLE XIX

PRESENT STATUS OF RESPONDENTS

Status	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Unemployed	4	1.4	5	1.4	10	2.4	7	1.9	11	1.9	37	1.8
Employ. Full-time	124	44.1	153	43.0	184	45.6	133	36.9	176	31.8	770	39.4
Employ. Part-time	26	9.2	20	5.6	18	4.4	14	3.8	22	3.9	100	5.1
Housewife	81	28.8	106	29.8	103	25.5	76	21.1	102	18.4	468	23.9
Armed Forces	12	4.2	9	2.5	9	2.2	17	4.7	34	6.1	81	4.1
College Full-time	8	2.8	10	2.8	26	6.4	48	13.3	106	19.2	198	10.1
Working-College: Part-time	3	1.0	1	0.2	5	1.2	13	3.6	30	5.4	52	2.6
Working Full-time, College Part-time	10	3.5	31	8.7	22	5.4	13	3.6	15	2.7	91	4.6
Other	13	4.6	20	5.6	26	6.4	39	10.8	56	10.1	154	7.8
Total	281	100.0	355	100.0	403	100.0	360	100.0	552	100.0	1951	100.0

TABLE XX

DEGREE OF JOB SATISFACTION

Satisfaction	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Employed	49	17.6	72	20.3	80	19.9	82	23.2	139	26.0	422	21.9
Very Satisfied	151	54.3	181	51.1	185	46.1	162	45.8	211	39.5	890	46.3
Somewhat Satisfied	63	22.6	83	23.4	104	25.9	88	24.9	135	25.3	473	24.6
Dissatisfied	11	3.9	10	2.8	14	3.4	15	4.2	28	5.2	78	4.0
Very Dissatisfied	4	1.4	8	2.2	18	4.4	6	1.6	20	3.7	56	2.9
Total	278	100.0	354	100.0	401	100.0	353	100.0	533	100.0	1919	100.0

TABLE XXI

JOB FACTORS FAVORED BY RESPONDENTS

Job Factors	1954-1958			1959-1963			Total		
	Choice 1st	Choice 2nd	Choice 3rd	Choice 1st	Choice 2nd	Choice 3rd	Choice 1st	Choice 2nd	Choice 3rd
	%	%	%	%	%	%	%	%	%
Not employed	10.9	0.0	0.0	14.5	0.0	0.1	25.8	0.1	0.1
Good pay	5.1	5.4	5.0	4.5	4.8	4.0	9.6	10.2	9.0
Security	3.8	4.3	5.3	3.4	4.0	4.1	7.2	8.3	9.4
Fringe benefits	0.9	4.0	3.0	0.7	3.2	3.9	1.6	7.2	6.9
Nature of work	16.9	4.3	3.2	13.1	3.9	3.0	30.0	8.2	6.2
Hours of work	1.6	4.7	4.3	3.5	5.3	3.6	5.1	10.0	7.9
Social	0.1	1.4	1.7	0.4	1.8	2.4	0.5	3.2	4.1
Advancement	1.5	4.7	4.0	2.3	4.3	3.9	3.8	9.0	7.9
Other	0.8	0.7	1.1	1.8	0.8	1.5	2.6	1.5	2.6

TABLE XXII

AGENCIES MOST HELPFUL IN FINDING A JOB

Agencies	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Private employ. agen.	18	7.1	20	5.9	25	6.6	29	8.7	40	7.6	132	7.2
State employ. office	57	22.5	80	23.7	72	19.1	60	18.0	93	17.7	362	19.8
High school officials	6	2.3	6	1.7	10	2.6	11	3.3	12	2.2	45	2.4
Parents	5	1.9	7	2.0	17	4.5	12	3.6	40	7.6	81	4.4
Friends & neighbors	66	26.0	74	21.9	95	25.2	92	27.6	144	27.4	471	25.8
Union halls	10	3.9	14	4.1	6	1.5	3	0.9	10	1.9	43	2.3
College place. office	38	15.0	63	18.6	76	20.2	58	17.4	76	14.4	311	17.0
Other	53	20.9	71	21.0	75	19.9	66	19.8	108	20.5	373	20.4
Total	253	100.0	337	100.0	376	100.0	333	100.0	525	100.0	1821	100.0

TABLE XXIII

INDIVIDUAL INCOME LEVELS

Income Level	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Not employed	77	29.6	92	27.0	96	25.1	96	27.8	169	32.5	530	28.7
Less $3,000	20	7.6	25	7.3	41	10.7	55	15.9	150	28.9	291	15.7
$3,000--$5,000	32	12.3	30	8.8	65	17.0	61	17.6	114	21.9	302	16.3
$5,000--$7,000	44	16.9	67	19.7	91	23.8	84	24.3	61	11.7	347	18.8
$7,000--$9,000	36	13.8	61	17.9	55	14.4	33	9.5	22	4.2	207	11.2
$9,000--$11,000	27	10.3	38	11.1	22	5.7	13	3.7	3	0.5	103	5.5
$11,000--$15,000	21	8.0	18	5.2	9	2.3	1	0.2	0	0.0	49	2.6
$15,000--$19,000	1	0.3	5	1.4	1	0.2	1	0.2	0	0.0	8	0.4
$20,000 plus	2	0.7	4	1.1	1	0.2	1	0.2	0	0.0	8	0.4
Total	260	100.0	340	100.0	381	100.0	345	100.0	519	100.0	1845	100.0

TABLE XXIV

TOTAL FAMILY INCOME

Income Level	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less $3,000	4	1.6	4	1.2	12	3.6	15	5.5	33	10.1	68	4.5
$3,000--$5,000	13	5.3	13	4.1	31	9.3	33	12.1	68	20.9	158	10.6
$5,000--$7,000	37	15.1	61	19.3	86	25.9	97	35.6	110	33.8	391	26.2
$7,000--$9,000	53	21.6	99	31.3	70	21.1	62	22.7	70	21.5	354	23.7
$9,000--$11,000	65	26.5	63	19.9	72	21.7	34	12.5	28	8.6	262	17.5
$11,000--$15,000	54	22.0	56	17.7	52	15.7	26	9.5	12	3.6	200	13.4
$15,000--$19,000	12	4.8	12	3.7	4	1.2	3	1.1	4	1.2	35	2.3
$20,000 plus	7	2.8	8	2.5	4	1.2	2	0.7	0	0.0	21	1.4
Total	245	100.0	316	100.0	331	100.0	272	100.0	325	100.0	1489	100.0

TABLE XXV

GEOGRAPHIC LOCATION OF EMPLOYMENT

Location	1954-1958				1959-1963				Total			
	N		%		N		%		N		%	
	M	F	M	F	M	F	M	F	M	F	M	F
Pocatello	175	83	27.3	12.9	236	153	31.5	20.4	411	236	29.5	16.9
Idaho Falls	11	7	1.7	1.0	4	8	0.5	1.0	15	15	1.0	1.0
Southeastern Idaho	12	14	1.8	2.1	14	17	1.8	2.2	26	31	1.8	2.2
Northeastern Idaho	3	0	0.4	0.0	2	3	0.2	0.4	5	3	0.3	0.2
Magic Valley	11	6	1.7	0.9	3	4	0.4	0.5	14	10	1.0	0.7
Boise Valley	5	9	0.7	1.4	5	9	0.6	1.2	10	18	0.7	1.2
Northern Idaho	5	3	0.7	0.4	5	1	0.6	0.1	10	4	0.7	0.2
California	39	38	6.0	5.9	32	34	4.2	4.5	71	72	5.1	5.1
Utah	33	20	5.1	3.1	27	26	3.6	3.4	60	46	4.3	3.3
Pacific coast states	35	27	5.4	4.2	22	21	2.9	2.8	57	48	4.1	3.4
Mountain states	9	7	1.4	1.0	6	15	0.8	2.0	15	22	1.0	1.5
Central states	27	10	4.2	1.5	20	13	2.6	1.7	47	23	3.3	1.6
Eastern states	24	11	3.7	1.7	14	20	1.8	2.6	38	31	2.7	2.2
Foreign countries	12	5	1.8	0.7	29	5	3.8	0.6	41	10	2.9	0.7

TABLE XXVI

A COMPARISON OF OCCUPATIONAL LEVEL TO GEOGRAPHIC LOCATION OF EMPLOYMENT

Location	Level											
	Professional (higher)		Prof. Manag. (lower)		Semi-Prof. & Technical		Skilled		Semi-Skilled		Unskilled	
	N	%	N	%	N	%	N	%	N	%	N	%
Pocatello	1	5.8	75	27.1	74	41.1	174	57.0	224	57.5	25	67.5
Idaho Falls	1	5.8	9	3.2	3	1.6	8	2.6	6	1.5	0	0.0
Southeastern Idaho	0	0.0	13	4.7	6	3.3	7	2.2	17	4.3	6	16.2
Northeastern Idaho	0	0.0	1	0.3	2	1.1	2	0.6	4	1.0	0	0.0
Magic Valley	0	0.0	7	2.5	5	2.7	3	0.9	5	1.2	2	5.4
Boise Valley	0	0.0	6	2.1	5	2.7	6	1.9	4	1.0	0	0.0
Northern Idaho	0	0.0	6	2.1	2	1.1	2	0.6	2	0.5	1	2.7
California	6	35.2	31	11.2	20	11.1	25	8.1	35	8.9	1	2.7
Utah	0	0.0	25	9.0	22	12.2	20	6.5	25	6.4	1	2.7
Pacific coast	1	5.8	35	12.6	14	7.7	20	6.5	17	4.3	1	2.7
Mountain states	0	0.0	11	3.9	4	2.2	9	2.9	6	1.5	0	0.0
Central states	3	17.6	29	10.5	9	5.0	12	3.9	6	1.5	0	0.0
Eastern states	3	17.6	20	7.2	9	5.0	12	3.9	12	3.0	0	0.0
Foreign countries	2	11.7	8	2.8	5	2.7	5	1.6	26	6.6	0	0.0
Total	17	100.0	276	100.0	180	100.0	305	100.0	389	100.0	37	100.0

TABLE XXVII

Intercorrelations of Twenty-One Ranked Variables For 1954-1958 Female Respondents*

Variables		Educ. Level & Occupat. Inform.								SCAT			ITED				Class Rank and Grade Points							Number of Classes					Attend.
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Educ. attainment	1	1.00																											
First full-time job	2	.68	1.00																										
Present job	3	.69	.69	1.00																									
Job satisfaction	4	.09	.26	.11	1.00																								
Most common job	5	.68	.78	.88	.09	1.00																							
Father's job	6	.37	.48	.59	.16	.47	1.00																						
Individual income	7	.46	.41	.19	.58	.48	.20	1.00																					
Family income	8	.28	.34	.28	.23	.40	.34	.41	1.00																				
Verbal	9																												
Quantitative	10																												
Total	11																												
Expression	12																												
Quantitative	13																												
Vocabulary	14																												
Total	15																												
Class rank	16	.35	.38	.42	.15	.29	.27	.17	.19								1.00												
Cum. gr. point	17	.35	.39	.37	.26	.28	.22	.18	1.8								.88	1.00											
English gr. point	18	.35	.42	.43	.27	.33	.25	.20	.18								.79	.87	1.00										
Math gr. point	19	.19	.31	.38	.39	.36	.27	.15	.26								.62	.59	.60	1.00									
Science gr. point	20	.31	.31	.42	.29	.33	.25	.17	.19								.70	.76	.69	.58	1.00								
Commer. gr. point	21	.29	.30	.34	.23	.25	.24	.18	.19								.70	.73	.66	.51	.62	1.00							
Vocat. gra. point	22	.40	.37	.73	.53	.54	.37	.49	.26								.58	.00	.00	.00	.00	.00	1.00						
English	23	.23	.25	.25	.22	.22	.16	.15	.08								.08	.07	.09	.04	.05	.08	.35	1.00					
Math	24	.41	.47	.52	.32	.54	.40	.42	.37								.41	.40	.40	.39	.35	.36	.63	.36	1.00				
Science	25	.37	.43	.40	.10	.35	.30	.28	.24								.24	.24	.30	.26	.22	.25	.40	.28	.40	1.00			
Commercial	26	.01	.02	-.04	.14	-.06	.00	.08	.03								.00	-.01	-.02	.13	.02	.00	-.10	-.18	.23	-.27	1.00		
Vocational	27	.27	.30	.66	.18	.51	.23	.39	.10								-.09	-.09	-.16	.50	-.01	-.01	.13	.08	.64	.06	.01	1.00	
Attendance	28	.21	.26	.28	.23	.21	.15	.15	.20								.22	.31	.27	.44	.28	.28	.43	.17	.36	.19	.04	.02	1.00

N=428

*Variables 9 through 15 were unavailable inasmuch as these tests were not administered until 1961.

TABLE XXVIII

Intercorrelations of Twenty-One Ranked Variables
For 1954-1958 Male Respondents

Variables		Educ. Level & Occupat. Inform.								SCAT			ITED				Class Rank & Grade Points							No. of Classes					Attend.
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Educ. attainment	1	1.00																											
First full-time job	2	.44	1.00																										
Present job	3	.70	.50	1.00																									
Job satisfaction	4	.28	.21	.36	1.00																								
Most common job	5	.56	.52	.81	.28	1.00																							
Father's job	6	.38	.37	.41	.30	.38	1.00																						
Individual income	7	.26	.29	.40	.18	.40	.16	1.00																					
Family income	8	.30	.30	.42	.15	.41	.22	.80	1.00																				
Verbal	9																												
Quantitative	10																												
Total	11																												
Expression	12																												
Quantitative	13																												
Vocabulary	14																												
Total	15																												
Class rank	16	.47	.31	.39	.19	.36	.24	.15	.10								1.00												
Cum. gr. point	17	.50	.32	.39	.16	.37	.26	.12	.08								.92	1.00											
English gr. point	18	.49	.33	.42	.17	.39	.27	.11	.11								.87	.89	1.00										
Math gr. point	19	.38	.30	.39	.27	.32	.30	.11	.16								.69	.97	.96	1.00									
Science gr. point	20	.48	.36	.40	.19	.38	.27	.08	.08								.83	.84	.83	.65	1.00								
Commer. gr. point	21	.36	.30	.37	.18	.28	.30	.11	.07								.71	.72	.67	.50	.66	1.00							
Vocat. gr. point	22	.32	.24	.23	.17	.33	.12	.07	.17								.46	-.00	-.00	-.00	-.00	-.00	1.00						
English	23	.07	.06	.08	.14	.07	.11	.08	.05								.04	-.00	.00	.05	.03	.00	.01	1.00					
Math	24	.33	.31	.32	.16	.24	.21	.14	.17								.46	.43	.47	.42	.49	.39	.25	.07	1.00				
Science	25	.30	.19	.23	.08	.22	.22	.16	.17								.28	.27	.32	.18	.34	.20	.04	.12	.35	1.00			
Commercial	26	-.12	.00	-.02	.11	-.08	.05	-.05	.04								-.17	-.24	-.24	-.03	-.28	-.19	.04	-.05	-.27	-.21	1.00		
Vocational	27	.13	.12	.08	.10	.10	.15	.02	.10								.02	-.00	-.08	.05	-.12	.07	-.04	.09	.12	-.09	-.14	1.00	
Attendance	28	.25	.09	.22	.20	.17	.19	.10	.12								.28	.47	.44	.48	.46	.48	.49	.12	.21	.22	-.03	.09	1.00

N=423

*Variables 9 through 15 were unavailable inasmuch as these tests were not administered until 1961.

TABLE XXIX

Intercorrelations of Twenty-Eight Ranked Variables
For 1959-1963 Female Respondents

		Educ. Level & Occupat. Inform.								SCAT			ITED				Class Rank & Gr. Points							No. of Classes					Attend.
Variables		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Educ. attainment	1	1.00																											
First full-time job	2	.67	1.00																										
Present job	3	.62	.72	1.00																									
Job satisfaction	4	.11	.29	.24	1.00																								
Most common job	5	.58	.78	.90	.10	1.00																							
Father's job	6	.35	.47	.42	.21	.37	1.00																						
Individual income	7	.47	.57	.33	-.31	.48	.18	1.00																					
Family income	8	.27	.50	.45	.09	.45	.19	.42	1.00																				
Verbal	9	.27	.54	.32	.25	.38	.20	.17	.12	1.00																			
Quantitative	10	.28	.49	.27	.28	.32	.23	.24	.12	.53	1.00																		
Total	11	.28	.53	.29	.24	.35	.24	.22	.11	.92	.78	1.00																	
Expression	12	.28	.45	.23	.27	.29	.25	.26	.15	.68	.59	.74	1.00																
Quantitative	13	.30	.51	.30	.29	.34	.23	.25	.15	.62	.78	.78	.62	1.00															
Vocabulary	14	.28	.52	.32	.26	.37	.29	.24	.10	.88	.52	.84	.69	.62	1.00														
Total	15	.29	.52	.32	.26	.36	.27	.23	.13	.87	.64	.89	.75	.80	.88	1.00													
Class rank	16	.38	.48	.44	.10	.38	.21	.23	.17	.59	.56	.64	.67	.64	.62	.70	1.00												
Cum. gr. point	17	.39	.48	.45	.26	.39	.21	.19	.13	.61	.61	.69	.64	.62	.58	.68	.93	1.00											
English gr. point	18	.38	.43	.42	.23	.39	.20	.18	.10	.61	.49	.64	.61	.56	.62	.68	.81	.85	1.00										
Math gr. point	19	.31	.52	.35	.30	.33	.25	.19	.17	.39	.55	.50	.41	.53	.35	.47	.65	.96	.97	1.00									
Science gr. point	20	.30	.46	.32	.21	.32	.18	.19	.16	.46	.43	.51	.50	.50	.44	.53	.71	.74	.66	.57	1.00								
Commer. gr. point	21	.35	.46	.52	.36	.47	.21	.25	.26	.47	.50	.52	.54	.48	.40	.52	.75	.94	.95	.57	.96	1.00							
Vocat. gr. point	22	.26	.53	.73	.54	.48	.25	.58	.42	.35	.59	.53	.20	-.00	-.00	-.16	.72	-.30	-.29	-.18	.26	.18	1.00						
English	23	.29	.42	.21	.07	.25	.24	.17	.12	.37	.25	.36	.34	.31	.40	.40	.29	.29	.34	.17	.23	.17	.22	1.00					
Math	24	.32	.49	.29	.18	.29	.32	.28	.18	.31	.40	.37	.29	.38	.31	.35	.33	.33	.35	.38	.26	.27	.38	.29	1.00				
Science	25	.34	.45	.23	.06	.31	.22	.29	.14	.34	.28	.35	.26	.32	.36	.38	.19	.18	.25	.21	.20	.19	.11	.32	.46	1.00			
Commercial	26	.03	.21	.05	.16	.14	.06	.12	.23	-.01	.01	-.02	.11	.06	.02	.01	.03	.00	-.07	.14	.10	.02	.33	-.19	.09	-.18	1.00		
Vocational	27	.12	.45	.61	.27	.42	.18	.28	.44	.46	.57	.58	.59	.58	.31	.49	.18	.12	-.00	.27	.01	1.6	.21	-.08	.33	.31	.20	1.00	
Attendance	28	.29	.33	.17	.13	.19	.16	.11	.08	.00	.04	.02	.04	.02	.04	.04	.19	.24	.21	.26	.24	.28	.21	.15	.26	.11	.00	.15	1.00

N=611

TABLE XXX

Intercorrelations of Twenty-Eight Ranked Variables
For 1959-1963 Male Respondents

Variables		Educ. Level & Occupat. Inform.								SCAT			ITED				Class Rank & Gr. Points							No. of Classes					Attend.
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Educ. attainment	1	1.00																											
First full-time job	2	.58	1.00																										
Present job	3	.67	.62	1.00																									
Job satisfaction	4	.23	.31	.37	1.00																								
Most common job	5	.50	.64	.78	.22	1.00																							
Father's job	6	.26	.39	.29	.25	.26	1.00																						
Individual income	7	.29	.37	.39	-.22	.44	.01	1.00																					
Family income	8	.26	.42	.39	.10	.40	.13	.76	1.00																				
Verbal	9	.36	.36	.38	.36	.39	.28	-.05	.10	1.00																			
Quantitative	10	.36	.39	.39	.35	.39	.27	-.06	.13	.56	1.00																		
Total	11	.37	.42	.40	.37	.39	.28	-.08	.12	.87	.82	1.00																	
Expression	12	.34	.40	.38	.20	.26	.24	-.11	.09	.64	.65	.71	1.00																
Quantitative	13	.31	.43	.38	.16	.29	.24	-.11	.07	.65	.81	.79	.67	1.00															
Vocabulary	14	.35	.45	.38	.23	.30	.25	-.04	.04	.87	.53	.80	.64	.63	1.00														
Total	15	.34	.43	.41	.23	.30	.26	-.10	.04	.84	.69	.87	.76	.81	.88	1.00													
Class rank	16	.44	.39	.36	.33	.22	.21	-.16	.02	.53	.69	.62	.68	.66	.56	.69	1.00												
Cum. gr. point	17	.42	.37	.40	.22	.23	.22	-.20	-.03	.52	.70	.66	.57	.55	.43	.58	.91	1.00											
English gr. point	18	.39	.35	.34	.21	.19	.23	-.17	-.05	.60	.66	.69	.61	.56	.50	.63	.83	.88	1.00										
Math gr. point	19	.35	.36	.34	.24	.25	.18	-.09	.01	.40	.69	.48	.42	.46	.26	.44	.70	.71	.61	1.00									
Science gr. point	20	.41	.36	.35	.24	.23	.25	-.10	.01	.53	.62	.62	.53	.56	.50	.61	.77	.81	.76	.61	1.00								
Commer. gr. point	21	.33	.37	.43	.33	.33	.34	-.02	.37	.51	.60	.58	-.03	-.17	-.27	-.16	.64	.09	.14	.30	.18	1.00							
Vocat. gr. point	22	.48	.49	.61	.29	.49	.29	.04	.43	.32	.43	.36	-.00	-.00	-.00	-.00	.54	-.00	-.00	-.00	-.00	-.16	1.00						
English	23	.25	.21	.17	.19	.09	.26	-.02	.06	.33	.35	.35	.31	.28	.21	.25	.28	.28	.28	.19	.27	.12	.11	1.00					
Math	24	.27	.25	.25	.21	.17	.18	-.11	-.00	.25	.38	.33	.37	.34	.30	.36	.40	.44	.40	.45	.43	.23	.18	.24	1.00				
Science	25	.27	.31	.15	.16	.09	.19	.01	.14	.27	.26	.30	.31	.32	.34	.37	.32	.28	.34	.22	.35	.10	.12	.27	.33	1.00			
Commercial	26	.20	.27	.27	-.06	.24	.03	.18	.39	.18	.24	.24	.22	.12	.12	.14	.01	-.08	-.06	.10	-.11	-.03	.42	-.06	-.07	-.19	1.00		
Vocational	27	.14	.26	.25	.01	.25	.15	.23	.39	-.05	-.15	-.16	-.20	-.09	-.07	-.16	-.14	-.21	-.30	-.21	-.18	.41	.05	-.05	-.14	-.33	.47	1.00	
Attendance	28	.33	.24	.18	.21	.13	.14	.03	.09	.32	.31	.34	.34	.25	.30	.31	.33	.33	.36	.32	.34	.33	.35	.16	.19	.23	-.02	-.11	1.00

N=585

APPENDIX C

TABLE XXXI

DISTRIBUTION OF QUESTIONNAIRE RETURNS

Graduates	Number of Graduates	Ques. Sent	Questionnaires Returned					
			Males	%	Females	%	Total	%
1954	295	186	70	37.6	66	35.4	136	73.1
1955	307	212	59	27.8	74	34.9	133	62.7
1956	300	190	61	32.1	62	32.6	123	64.7
1957	343	237	56	23.6	70	29.5	126	53.1
1958	339	226	66	29.2	80	35.3	146	64.6
1959	382	247	81	32.7	89	36.0	170	68.8
1960	410	273	80	29.3	86	31.5	166	60.8
1961	443	301	92	30.5	98	32.5	190	63.1
1962	468	340	107	31.4	107	31.4	214	62.9
1963	508	361	85	23.5	124	34.3	209	57.8
Total	3795	2573	757	29.4	856	33.2	1613	62.6

TABLE XXXII

MARITAL, FAMILY AND RELIGIOUS STATUS OF RESPONDENTS

Graduates Of	Marital Status					No. of Children					
	Single	Married	Divorced	Separated	Widow	0	1	2	3	4	5+
1954-55											
Males	2.5	43.7	1.1	0.3	0.0	7.8	6.3	14.1	10.0	6.7	2.9
Females	2.5	48.1	1.1	0.3	0.0	4.1	5.9	14.5	13.8	11.5	1.8
Total	5.1	91.8	2.2	0.7	0.0	11.9	12.3	28.7	23.8	18.2	4.8
1956-57											
Males	3.6	41.3	2.0	0.0	0.0	10.1	8.9	14.5	8.5	3.6	1.2
Females	1.2	48.1	2.8	0.0	0.8	5.6	6.4	15.3	18.2	6.0	1.2
Total	4.8	89.5	4.8	0.0	0.8	15.7	15.3	29.9	26.7	9.7	2.4
1958-59											
Males	11.7	33.5	0.9	0.3	0.0	17.7	9.3	10.6	6.4	0.9	0.0
Females	4.7	45.5	2.2	0.3	0.6	13.9	12.6	18.1	8.0	1.2	0.6
Total	16.4	79.1	3.1	0.6	0.6	31.7	22.0	28.8	14.5	2.2	0.6
1960-61											
Males	15.4	31.1	1.4	0.0	0.2	24.7	12.6	9.4	1.4	0.2	0.0
Females	11.2	40.1	0.2	0.0	0.0	21.5	13.7	12.3	3.4	0.2	0.0
Total	26.6	71.3	1.6	0.0	0.2	46.2	26.4	21.8	4.8	0.5	0.0
1962-63											
Males	27.1	17.0	0.9	0.2	0.0	33.6	7.1	2.7	0.4	0.0	0.0
Females	15.6	37.1	1.4	0.4	0.0	32.9	16.4	5.8	0.4	0.2	0.0
Total	42.7	54.1	2.3	0.7	0.0	66.5	23.5	8.5	0.9	0.2	0.0
Total	21.9	74.5	2.7	0.4	0.3	38.0	20.7	22.2	12.4	5.2	1.3

TABLE XXXII--Continued

Graduates Of	Religious Preference								
	Protestant	Latter-Day Saints	Catholic	Christian Scientist	Jewish	Greek Orthodox	Assembly of God	Seventh-Day Adventist	Other
1954-55									
Males	11.4	29.2	2.7	0.0	0.0	0.0	0.0	0.0	3.1
Females	13.0	33.9	3.5	0.3	0.3	0.0	0.3	0.0	1.5
Total	24.5	63.2	6.3	0.3	0.3	0.0	0.3	0.0	4.7
1956-57									
Males	8.1	31.5	3.6	0.0	0.4	0.0	0.4	0.0	2.4
Females	11.8	30.7	8.6	0.0	0.4	0.4	0.0	0.0	1.2
Total	20.0	62.2	12.2	0.0	0.8	0.4	0.4	0.0	3.6
1958-59									
Males	8.4	31.6	2.0	0.0	0.6	0.0	0.0	0.0	3.0
Females	15.4	31.3	5.3	0.0	0.0	0.0	0.0	0.3	1.6
Total	23.9	62.9	7.4	0.0	0.6	0.0	0.0	0.3	4.7
1960-61									
Males	9.0	31.9	3.3	0.0	0.3	0.0	0.0	0.0	1.8
Females	15.9	31.0	5.1	0.0	0.3	0.0	0.0	0.0	1.2
Total	25.0	62.9	8.4	0.0	0.6	0.0	0.0	0.0	3.0
1962-63									
Males	12.4	24.1	4.2	0.2	0.2	0.0	0.2	0.0	2.9
Females	16.2	32.9	3.7	0.2	0.2	0.0	0.0	0.0	1.9
Total	28.6	57.1	7.9	0.4	0.4	0.0	0.2	0.0	4.9
Total	24.8	61.3	8.3	0.1	0.5	0.0	0.1	0.0	4.2

TABLE XXXIII

ACTIVITIES OF RESPONDENTS DURING FIRST FULL-YEAR AFTER GRADUATION

Graduates Of	1954-55			1956-57			1958-59			1960-61			1962-63			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Worked	12.5	17.0	25.9	10.4	17.0	27.5	7.7	10.0	17.7	8.4	13.4	21.8	6.3	12.6	19.0	8.7	13.0	21.8
Univ.(acad)	22.9	19.5	48.0	24.1	19.5	43.7	25.4	25.1	50.6	26.8	24.4	51.3	27.5	24.1	51.7	25.6	23.8	49.5
Univ.(voc.)	0.7	0.4	1.9	0.8	0.4	1.2	0.6	0.6	1.2	0.8	0.8	1.7	0.7	1.4	2.1	0.7	0.9	1.7
Jr Col(acad)	2.2	2.9	4.5	5.8	2.9	8.7	6.1	5.1	11.2	4.6	6.4	11.0	4.1	5.1	9.2	4.6	4.6	9.2
Jr Col(voc)	0.0	0.4	0.0	0.0	0.4	0.4	0.0	0.3	0.3	0.2	0.0	0.2	0.0	0.4	0.4	0.0	0.2	0.3
Trade & Tech	0.3	1.6	0.7	0.4	1.6	2.0	0.9	0.3	1.2	0.2	0.0	0.2	0.9	0.4	1.4	0.6	0.5	1.1
Voc. Course	0.0	1.2	0.7	0.8	1.2	2.0	0.0	3.5	3.5	0.2	1.7	2.0	0.0	2.9	2.9	0.1	2.1	2.3
Business Sch	0.3	2.0	1.5	0.0	2.0	2.0	0.0	1.9	1.9	0.0	0.5	0.5	0.0	1.7	1.7	0.0	1.4	1.5
Nursing Cour	0.0	0.4	2.2	0.0	0.4	0.4	0.0	1.9	1.9	0.0	2.0	2.0	0.0	1.2	1.2	0.0	1.5	1.5
Armed Forces	9.1	0.4	9.5	4.1	0.4	4.5	4.1	0.0	4.1	3.2	0.2	3.4	3.9	0.2	4.1	4.7	0.2	4.9
Other	0.0	5.8	4.5	1.2	5.8	7.0	1.6	4.1	5.8	2.6	2.6	5.2	1.7	4.1	5.8	1.5	4.1	5.6

TABLE XXXIV

LEVEL OF EDUCATIONAL ATTAINMENT

Graduates Of	1954-55			1956-57			1958-59			1960-61			1962-63			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
None	14.2	34.8	49.0	19.4	32.2	51.6	20.5	28.5	49.0	22.5	26.8	49.4	34.9	35.4	70.3	23.5	31.5	55.1
Voc. Diploma	4.1	1.8	5.9	3.7	5.3	9.0	1.6	8.6	10.2	4.5	4.2	8.7	2.3	7.6	10.0	3.2	5.7	8.9
Voc. Cert.	3.7	2.2	5.9	3.7	3.7	7.4	1.2	2.5	3.8	1.1	1.9	3.1	0.7	0.9	1.6	1.8	2.1	4.0
Assoc. Degree	0.7	1.8	2.6	1.6	0.8	2.4	2.8	1.2	4.1	3.6	2.5	6.2	1.9	3.1	5.0	2.2	2.0	4.3
BA or BS	17.2	8.9	26.2	10.3	10.3	20.6	15.3	10.8	26.2	14.4	14.9	29.3	5.7	7.1	12.9	12.1	10.4	22.5
MA or MS	3.3	1.8	5.2	4.9	0.8	5.7	3.8	2.2	6.0	1.6	0.8	2.5	0.0	0.0	0.0	2.4	1.0	3.5
Doctorate	4.8	0.0	4.8	2.8	0.0	2.8	0.3	0.0	0.3	0.5	0.0	0.5	0.0	0.0	0.0	1.4	0.0	1.4

TABLE XXXV

EDUCATIONAL INSTITUTION ATTENDED AND DEGREE RECEIVED

	ISU		C of I		U of I		USU		U of U		BYU		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1954-55																
BA	19	1.1	2	0.1	15	0.9	12	0.7	7	0.4	15	0.9	16	0.9	86	5.3
MA	0	0.0	0	0.0	2	0.1	2	0.1	3	0.1	0	0.0	8	0.4	15	0.9
Doct	0	0.0	0	0.0	0	0.0	0	0.0	2	0.1	0	0.0	11	0.6	13	0.8
1956-57																
BA	6	0.3	2	0.1	9	0.5	16	0.9	6	0.3	20	1.2	11	0.6	70	4.3
MA	0	0.0	0	0.0	1	0.0	3	0.1	1	0.0	4	0.2	6	0.3	15	0.9
Doct	1	0.0	0	0.0	1	0.0	0	0.0	1	0.0	1	0.0	4	0.2	11	0.6
1958-59																
BA	11	0.6	2	0.1	15	0.9	13	0.8	10	0.6	34	2.1	14	0.8	100	6.1
MA	2	0.1	1	0.0	1	0.0	1	0.0	3	0.1	3	0.1	10	0.6	22	1.3
Doct	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	3	0.1
1960-61																
BA	21	1.3	1	0.0	22	1.3	14	0.8	9	0.5	25	1.5	20	1.2	113	6.9
MA	0	0.0	0	0.0	0	0.0	1	0.0	3	0.1	1	0.0	4	0.2	9	0.5
Doct	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.1	3	0.1
1962-63																
BA	5	0.3	2	0.1	8	0.4	0	0.0	7	0.4	9	0.5	21	1.3	53	3.2
MA	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
Doct	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0.1
Total																
BA	62	3.8	9	0.5	69	4.2	55	3.4	39	2.4	103	6.3	82	5.0	422	26.1
MA	2	0.1	1	0.0	4	0.2	7	0.4	10	0.6	8	0.4	28	1.7	62	3.8
Doct	1	0.0	0	0.0	1	0.0	0	0.0	3	0.1	1	0.0	18	1.1	33	2.0

TABLE XXXVI

EVALUATION OF MAJOR FEATURES OF HIGH SCHOOL

	Course of Study		Library Services		Extra-Curr. Program		Phy. Lay-out of High Sch.		Quality of Teachers		Student & Teacher Relationship	
	N	%	N	%	N	%	N	%	N	%	N	%
1954-55												
Excellent	62	23.2	53	19.8	82	30.5	139	51.4	46	17.2	34	12.6
Good	145	54.3	125	46.8	132	49.2	114	42.2	162	60.6	157	58.3
Average	57	21.3	75	28.0	49	18.2	15	5.5	56	20.9	68	25.2
Poor	3	1.1	14	5.2	5	1.8	2	0.7	3	1.1	10	3.7
1956-57												
Excellent	57	22.9	56	22.7	81	33.0	120	48.3	44	17.8	32	12.9
Good	140	56.4	110	44.7	121	49.3	112	45.1	129	52.2	128	51.6
Average	44	17.7	65	26.4	38	15.5	14	5.6	65	26.3	77	31.0
Poor	7	2.8	15	6.0	5	2.0	2	0.8	9	3.6	11	4.4
1958-59												
Excellent	70	22.5	65	21.0	95	30.3	151	48.3	37	11.8	30	9.6
Good	152	48.8	140	45.3	142	45.3	136	43.5	170	54.4	132	42.3
Average	80	25.7	86	27.8	63	20.1	21	6.7	87	27.8	123	39.4
Poor	9	2.8	18	5.8	13	4.1	4	1.2	18	5.7	27	8.6
1960-61												
Excellent	70	19.9	69	19.4	129	36.6	163	46.3	50	14.0	37	10.4
Good	201	57.2	157	44.2	154	43.7	147	41.7	195	54.9	167	47.1
Average	73	20.7	113	31.8	57	16.1	35	9.9	100	28.1	131	37.0
Poor	7	1.9	16	4.5	12	3.4	7	1.9	10	2.8	19	5.3
1962-63												
Excellent	76	18.4	60	14.5	125	30.4	169	40.5	33	7.9	30	7.2
Good	238	57.6	184	44.7	189	45.9	193	46.2	235	56.9	203	48.7
Average	92	22.2	124	30.1	85	20.6	44	10.5	125	30.2	155	37.2
Poor	7	1.6	43	10.4	12	2.9	11	2.6	20	4.8	28	6.7
Total												
Excellent	335	21.0	303	19.0	512	32.2	742	46.4	210	13.1	163	10.1
Good	876	55.0	716	45.0	738	46.4	702	43.9	891	55.8	787	49.2
Average	346	21.7	463	29.1	292	18.3	129	8.0	433	27.1	554	34.6
Poor	33	2.0	106	6.6	47	2.9	26	1.6	60	3.7	95	5.9

TABLE XXXVII

EVALUATION OF GUIDANCE SERVICES

Graduates Of	Area									
	Abilities & Limitations		Test Interpretation		Subjects To Take		Personal & Social Problems		Vocational Planning	
	N	&	N	%	N	%	N	%	N	%
1954-55										
Great Deal	20	7.4	16	6.0	27	10.1	17	6.4	14	5.2
Some	90	33.7	97	36.4	78	29.2	39	14.7	40	15.0
Little	87	32.5	80	30.0	89	33.3	74	28.0	61	22.9
None	70	26.2	73	27.4	73	27.3	134	50.7	151	56.7
1956-57										
Great Deal	28	11.2	27	11.0	33	13.4	20	8.1	15	6.0
Some	74	29.8	81	33.0	63	25.6	49	20.0	42	17.0
Little	75	30.2	74	30.2	84	34.1	62	25.3	56	22.6
None	71	28.6	63	25.7	66	26.8	114	46.5	134	54.2
1958-59										
Great Deal	23	7.3	25	8.0	27	8.6	9	2.8	13	4.1
Some	90	28.8	107	34.5	75	23.9	51	16.3	40	12.8
Little	95	30.4	94	30.3	101	32.2	79	25.4	76	24.3
None	104	33.3	84	27.0	110	35.1	172	55.3	183	58.6
1960-61										
Great Deal	33	9.3	32	9.0	29	8.2	16	4.5	16	4.5
Some	86	24.2	122	34.4	88	24.9	53	15.0	54	15.3
Little	122	34.4	108	30.5	111	31.4	94	26.7	90	25.5
None	113	31.9	92	25.9	125	35.4	189	53.6	192	54.5
1962-63										
Great Deal	37	8.8	56	13.5	30	7.2	15	3.6	18	4.3
Some	125	30.0	137	33.0	98	23.6	59	14.3	55	13.2
Little	135	32.4	115	27.7	138	33.2	93	22.6	100	24.1
None	119	28.6	106	25.6	149	35.9	244	59.3	241	58.2
Total										
Great Deal	141	8.8	156	9.8	146	9.1	77	4.8	76	4.7
Some	465	29.1	544	34.2	402	25.2	251	15.8	231	14.5
Little	514	32.1	471	29.6	523	32.8	402	25.3	383	24.0
None	477	29.8	418	26.3	523	32.8	853	53.8	901	56.6

TABLE XXXVII--Continued

Graduates Of	Area							
	Getting A Job		Deciding To Go To College		Selecting A College		Getting Into A College	
	N	%	N	%	N	%	N	%
1954-55								
Great Deal	13	4.9	20	7.4	12	4.5	15	5.7
Some	17	6.4	43	16.1	32	12.1	42	15.9
Little	36	13.7	55	20.5	41	15.5	42	15.9
None	196	74.8	149	55.8	179	67.8	164	62.3
1956-57								
Great Deal	14	5.7	14	5.6	14	5.7	16	6.6
Some	22	8.9	45	18.1	27	11.0	34	14.1
Little	27	11.0	55	22.1	45	18.3	41	17.0
None	182	74.2	134	54.0	159	64.8	149	62.0
1958-59								
Great Deal	12	3.8	17	5.4	14	4.4	15	4.9
Some	14	4.5	46	14.7	40	12.8	49	16.0
Little	40	12.9	72	23.1	57	18.2	70	22.9
None	242	78.5	176	56.5	201	64.4	171	56.0
1960-61								
Great Deal	7	2.0	23	6.5	12	3.4	18	5.1
Some	28	8.1	52	14.8	39	11.2	61	17.4
Little	38	11.0	82	23.4	61	17.5	63	18.0
None	271	78.7	193	55.1	236	67.8	207	59.3
1962-63								
Great Deal	7	1.7	28	6.7	16	3.8	29	7.0
Some	21	5.1	66	15.9	46	11.1	66	15.9
Little	36	8.8	80	19.3	59	14.2	72	17.4
None	343	84.2	240	57.9	293	70.7	246	59.5
Total								
Great Deal	53	3.3	102	6.4	68	4.2	93	5.9
Some	102	6.5	252	15.8	184	11.6	252	16.0
Little	177	11.3	344	21.6	263	16.6	288	18.3
None	1234	78.7	89[illegible]	56.1	1068	67.4	937	59.6

TABLE XXXVIII

STRENGTHS AND WEAKNESSES IN THE CURRICULUM

Emphasis Needed	Child Care & Training		Home & Family Relationship		Occupational Information		Consumer Education		Dev. of Cultural & Social Life		English Written	
	N	%	N	%	N	%	N	%	N	%	N	%
1954-55												
Much more	22	8.6	41	16.0	60	22.5	50	19.3	20	7.6	46	17.1
More	89	35.1	102	39.8	119	44.7	124	47.8	84	31.9	77	28.6
Sufficient	135	53.3	109	42.5	86	32.3	81	31.2	153	58.1	144	53.5
Less	7	2.7	4	1.5	1	0.3	4	1.5	6	2.2	2	0.7
1956-57												
Much more	27	11.1	39	15.9	60	24.5	58	23.7	25	10.1	34	13.7
More	76	31.2	99	40.4	98	40.1	102	41.8	92	37.2	72	29.1
Sufficient	134	55.1	103	42.0	83	34.0	80	32.7	126	51.0	139	56.2
Less	6	2.4	4	1.6	3	1.2	4	1.6	4	1.6	2	0.8
1958-59												
Much more	31	10.1	44	14.4	82	26.4	66	21.4	42	13.5	66	21.1
More	96	31.3	120	39.3	140	45.1	116	37.7	103	33.1	86	27.5
Sufficient	167	54.5	134	43.9	87	28.0	124	40.3	158	50.8	156	50.0
Less	12	3.9	7	2.2	1	0.3	1	0.3	8	2.5	4	1.2
1960-61												
Much more	31	9.1	44	12.7	83	23.7	48	13.9	49	14.0	88	25.0
More	101	29.9	138	39.8	144	41.1	126	36.6	109	31.2	106	30.1
Sufficient	201	59.6	160	46.2	119	34.0	163	47.3	184	52.7	157	44.6
Less	4	1.1	4	1.1	4	1.1	7	2.0	7	2.0	1	0.2
1962-63												
Much more	27	6.6	49	12.0	82	20.1	58	14.2	69	16.8	106	25.6
More	102	25.2	146	35.8	186	45.7	134	33.0	119	29.0	120	29.0
Sufficient	265	65.5	204	50.1	134	32.9	206	50.7	212	51.8	182	44.0
Less	8	2.4	9	1.9	5	1.2	8	1.9	9	2.2	5	1.2
Total												
Much more	138	8.9	217	13.9	367	23.2	280	17.9	205	12.9	340	21.3
More	464	30.0	605	38.8	687	43.5	602	38.5	507	32.1	461	28.9
Sufficient	902	58.4	710	45.5	509	32.2	654	41.9	833	52.7	778	48.8
Less	39	2.5	27	1.7	14	0.8	24	1.5	34	2.1	14	0.8

TABLE XXXVIII--Continued

Emphasis Needed	English-Oral		Reading & Comprehen.		Investments & Insurance		Vocational Training		U.S. Constitution & Government		College Prep.	
	N	%	N	%	N	%	N	%	N	%	N	%
1954-55												
Much more	53	19.7	56	20.9	29	11.1	41	15.7	16	5.9	45	16.8
More	73	27.1	94	35.2	150	57.4	80	30.7	65	24.2	100	37.4
Sufficient	140	52.0	113	42.3	80	30.6	136	52.3	183	68.2	122	45.6
Less	3	1.1	4	1.4	2	0.7	3	1.1	4	1.4	0	0.0
1956-57												
Much more	37	14.9	45	18.3	53	22.0	45	18.2	19	7.7	34	13.8
More	78	31.5	92	37.5	113	47.0	70	28.4	62	25.2	95	38.7
Sufficient	131	53.0	106	43.2	69	28.7	126	51.2	157	63.8	115	46.9
Less	1	0.4	2	0.8	5	2.0	5	2.0	8	3.2	1	0.4
1958-59												
Much more	48	15.5	76	24.2	67	21.8	47	15.3	29	9.2	64	20.5
More	105	33.9	123	39.2	141	46.0	104	33.8	75	24.0	109	35.0
Sufficient	154	49.8	112	35.7	95	31.0	151	49.1	204	65.3	137	44.0
Less	2	0.6	2	0.6	3	0.9	5	1.6	4	1.2	1	0.3
1960-61												
Much more	83	23.5	107	30.4	71	20.4	45	13.0	20	5.7	60	17.0
More	115	32.5	132	37.6	183	52.7	104	30.0	81	23.1	148	42.1
Sufficient	155	43.9	110	31.3	88	25.3	193	55.7	245	70.0	141	40.1
Less	0	0.0	2	0.5	5	1.4	4	1.1	4	1.1	2	0.5
1962-63												
Much more	99	24.0	104	25.4	87	21.3	56	13.6	26	6.3	87	21.3
More	126	30.6	166	40.6	186	45.7	123	30.0	97	23.6	155	37.9
Sufficient	181	44.0	133	32.5	125	30.7	223	54.3	284	69.2	162	39.7
Less	5	1.2	5	1.2	9	2.2	8	1.9	3	0.7	4	0.9
Total												
Much more	320	20.1	388	24.4	307	19.6	234	14.9	110	6.9	290	18.3
More	497	31.2	607	38.3	773	49.5	481	30.6	380	23.9	607	38.3
Sufficient	761	47.8	574	36.2	457	29.2	829	52.8	1073	67.6	677	42.7
Less	11	0.6	15	0.9	24	1.5	25	1.5	23	1.4	8	0.5

TABLE XXXVIII--Continued

Emphasis Needed	Phys. & Mental Hygiene		Science & Scient. Methods		Career Days & Field Trips		Getting Along With People		Personal Typing	
	N	%	N	%	N	%	N	%	N	%
1954-55										
Much more	20	7.5	31	11.7	40	15.1	25	9.4	14	5.3
More	60	22.6	110	41.6	120	45.4	80	30.3	37	14.0
Sufficient	183	69.0	123	46.5	101	38.2	158	59.8	210	79.5
Less	2	0.7	0	0.0	3	1.1	1	0.3	3	1.1
1956-57										
Much more	14	5.6	28	11.3	58	23.4	21	8.5	10	4.1
More	59	23.7	105	42.6	112	45.3	64	25.9	36	14.8
Sufficient	168	67.7	110	44.7	73	29.5	162	65.5	193	79.7
Less	7	2.8	3	1.2	4	1.6	0	0.0	3	1.2
1958-59										
Much more	22	7.0	47	15.0	54	17.3	33	10.6	27	8.8
More	74	23.8	105	33.6	135	43.4	85	27.5	46	15.1
Sufficient	208	67.0	158	50.6	114	36.6	188	60.8	226	74.3
Less	6	1.9	2	0.6	8	2.5	3	0.9	5	1.6
1960-61										
Much more	17	4.9	39	11.1	63	18.1	39	11.1	16	4.6
More	97	28.0	134	38.1	133	38.2	105	30.0	58	16.8
Sufficient	225	65.0	176	50.1	147	42.2	202	57.7	267	77.6
Less	7	2.0	2	0.5	5	1.4	4	1.1	3	0.8
1962-63										
Much more	41	10.0	50	12.2	76	18.8	53	12.9	21	5.2
More	104	25.3	142	34.7	149	36.8	113	27.5	92	22.8
Sufficient	254	61.9	212	51.8	160	39.6	238	58.0	283	70.2
Less	11	2.6	5	1.2	19	4.7	6	1.4	7	1.7
Total										
Much more	114	7.2	195	12.3	291	18.4	171	10.8	88	5.6
More	394	24.9	596	37.6	649	41.2	447	28.2	269	17.2
Sufficient	1038	65.7	779	49.2	595	37.8	948	60.0	1179	75.7
Less	33	2.0	12	0.7	39	2.4	14	0.8	21	1.3

TABLE XXXIX

SUBJECTS TAKEN IN HIGH SCHOOL WHICH HAVE BEEN OF MOST VALUE IN PURSUING POST-HIGH SCHOOL EDUCATION

Graduates Of	First Preference		Second Preference		Third Preference		Fourth Preference		Fifth Preference	
	N	Subject	N	Subject	N	Subject	N	Subject	N	Subject
1954 Through 1958	287	Typing	282	English Composition	251	Word Study	169	Algebra	114	World History
1959 Through 1963	447	English Composition	434	Typing	231	Algebra	200	Word Study	189	World History
Total	729	English Composition	721	Typing	451	Word Study	400	Algebra	303	World History

TABLE XL

SUBJECTS TAKEN IN HIGH SCHOOL WHICH HAVE BEEN OF MOST VALUE IN TYPE OF WORK FOLLOWED

Graduates Of	First Preference		Second Preference		Third Preference		Fourth Preference		Fifth Preference	
	N	Subject	N	Subject	N	Subject	N	Subject	N	Subject
1954 Through 1958	297	Typing	269	English Composition	187	Word Study	141	Algebra	127	Psychology
1959 Through 1963	369	Typing	308	English Composition	190	Psychology	178	Algebra	144	Word Study
Total	666	Typing	577	English Composition	331	Word Study	319	Algebra	317	Psychology

TABLE XLI

SUBJECTS TAKEN IN HIGH SCHOOL WHICH HAVE BEEN OF MOST VALUE IN MEETING THE DEMANDS OF EVERYDAY LIFE

Graduates Of	First Preference		Second Preference		Third Preference		Fourth Preference		Fifth Preference	
	N	Subject	N	Subject	N	Subject	N	Subject	N	Subject
1954 Through 1958	277	English Composition	265	Psychology	246	Word Study	234	Typing	226	U. S. Government
1959 Through 1963	422	English Composition	386	Psychology	331	Typing	326	U. S. Government	286	Home Economics
Total	699	English Composition	651	Psychology	565	Typing	552	U. S. Government	479	Home Economics

TABLE XLII

SUBJECTS TAKEN IN HIGH SCHOOL WHICH HAVE BEEN OF LEAST VALUE

Graduates Of	First Preference		Second Preference		Third Preference		Fourth Preference		Fifth Preference	
	N	Subject	N	Subject	N	Subject	N	Subject	N	Subject
1954 Through 1958	181	Algebra	177	Biology	157	Physical Education	148	Plane Geometry	106	English Literature
1959 Through 1963	275	Algebra	246	Physical Education	236	Plane Geometry	226	Biology	157	English Literature
Total	456	Algebra	403	Physical Education	403	Biology	384	Plane Geometry	263	English Literature

TABLE XLIII

GLOBAL SUBJECT EVALUATION

Graduates Of:	1954 Through 1958				1959 Through 1963				Total			
Subjects	Value College	Value Job	Value Life	Least Value	Value College	Value Job	Value Life	Least Value	Value College	Value Job	Value Life	Least Value
English comp.	282	269	277	43	447	308	422	62	729	577	699	105
English lit.	109	91	166	106	168	115	254	157	277	206	420	263
Word study	251	187	246	20	200	144	177	60	451	331	423	80
Speed reading	5	3	5	0	65	32	40	30	70	35	45	30
Remedial read.	3	5	8	0	2	0	7	0	5	5	15	0
Journalism	16	17	17	21	36	24	28	19	52	41	45	40
Speech	42	58	98	9	58	66	126	14	100	124	224	23
Debate	6	5	9	5	28	17	42	3	34	22	51	8
Drama	11	23	24	33	9	12	16	33	20	35	40	66
Latin	66	40	25	66	81	44	29	146	147	84	54	212
French	2	0	0	1	1	1	2	5	3	1	2	6
Spanish	10	5	9	49	29	15	25	83	39	20	34	132
German	0	0	0	2	9	3	6	34	9	3	6	36
U.S. govt.	77	58	226	89	139	72	326	104	216	130	552	193
U.S. history	57	36	96	75	102	44	144	111	159	80	240	186
World history	114	54	65	31	189	63	130	32	303	117	195	63
Geography	4	8	26	24	9	8	22	50	13	16	48	74
Psychology	87	127	265	41	151	190	386	101	238	317	651	142
Sociology	7	19	40	17	8	20	34	13	15	39	74	30
Biology	71	69	57	177	129	77	106	226	200	146	163	403
Zoology	20	14	4	10	21	10	9	21	41	24	13	31
Chemistry	96	70	16	85	132	65	31	134	228	135	47	219
Physics	56	56	23	51	65	38	24	66	121	94	47	117
Physiology	5	8	13	1	7	8	17	14	12	16	30	15
Geology	0	0	0	4	13	6	3	16	13	6	3	20
Electronics	0	1	0	0	3	2	2	0	3	3	2	0
Algebra	169	141	62	181	231	178	124	275	400	319	186	456
Plane geometry	67	62	15	148	75	76	30	236	142	138	45	384

TABLE XLIII--Continued

Graduates Of:	1954 Through 1958				1959 Through 1963				Total			
Subjects	Value College	Value Job	Value Life	Least Value	Value College	Value Job	Value Life	Least Value	Value College	Value Job	Value Life	Least Value
Solid geom.	22	19	0	27	34	23	1	53	56	42	1	80
Trigonometry	51	28	5	17	74	37	7	21	125	65	12	38
Calculus	3	2	1	0	11	7	1	3	14	9	2	3
Typing	287	297	234	36	434	369	331	56	721	666	565	92
Shorthand	51	72	4	34	79	95	15	47	130	167	19	81
Office prac.	26	66	9	6	35	60	9	7	61	126	18	13
Gen. business	20	42	14	10	25	54	25	11	45	96	39	21
Bookkeeping	43	88	70	21	77	111	91	43	120	199	161	64
Economics	3	5	7	5	4	4	9	3	7	9	16	8
Business Law	1	3	4	0	3	3	5	8	4	6	9	8
Distriv. ed.	3	6	4	5	19	27	26	9	22	33	30	14
Consumer ed.	5	8	13	6	5	14	19	5	10	22	32	11
Home econ.	33	62	193	20	80		286	29	113	146	479	49
Life manage.	0	0	2	3	2	1	9	1	2	1	11	4
Student serv.	0	0	2	3	3	6	2	8	3	6	4	11
Libr. Science	7	9	5	38	9	18	16	39	16	27	21	77
Physical ed.	34	43	130	157	38	46	162	246	72	89	292	403
Health	11	34	95	70	21	36	174	145	32	70	269	215
Band	11	11	28	54	21	8	37	46	32	19	65	100
Orchestra	5	5	10	10	4	1	4	10	9	6	14	20
Choir	17	18	42	50	28	17	66	50	45	35	108	100
Art	13	23	22	16	51	56	54	37	64	79	76	53
Agriculture	11	19	14	14	5	13	10	4	16	32	24	18
Engr. drawing	6	3	0	0	6	13	0	0	12	16	0	0
Mech. drawing	26	45	10	12	30	45	9	22	56	90	19	34
Indust. arts.	3	5	5	6	7	11	9	7	10	16	14	13
Auto mech.	12	27	27	7	10	29	21	5	22	56	48	12
Machine shop	6	16	12	5	5	19	11	9	11	35	23	14

TABLE XLIV

MAIN OBJECTIVES OF A HIGH SCHOOL EDUCATION

Preference	Vocational Training		General Education		Interest in Commun. & World Problems		Moral Capacity	
	N	%	N	%	N	%	N	%
1954-55								
First	35	4.4	129	16.3	3	0.3	17	2.1
Second	56	7.0	58	7.3	44	5.5	24	3.0
Third	50	6.3	27	3.4	54	6.8	28	3.5
1956-57								
First	45	6.0	104	14.0	7	0.9	18	2.4
Second	50	6.7	52	7.0	30	4.0	24	3.2
Third	32	4.3	25	3.3	46	6.2	36	4.8
1958-59								
First	46	4.9	138	14.8	9	0.9	21	2.2
Second	62	6.6	54	5.8	43	4.6	37	3.9
Third	40	4.3	47	5.0	65	6.9	36	3.8
1960-61								
First	48	5.6	159	15.2	11	1.0	30	2.8
Second	68	6.5	55	5.2	50	4.7	35	3.3
Third	47	4.6	58	5.5	60	5.7	55	5.2
1962-63								
First	66	5.3	180	14.6	7	0.5	27	2.1
Second	52	4.2	84	6.8	51	4.1	67	5.4
Third	45	3.6	58	4.7	78	6.3	63	5.1
Total								
First	240	5.0	710	15.0	37	0.7	113	2.3
Second	288	6.0	303	6.4	218	4.6	187	3.0
Third	214	4.5	215	4.5	303	6.4	218	4.6

TABLE XLIV--Cont.

Preference	Prepare for Marriage		Develop Talents & Creative Abilities		Prepare for College		Other	
	N	%	N	%	N	%	N	%
1954-55								
First	2	0.2	9	1.1	67	8.4	2	0.2
Second	7	0.8	24	3.0	49	6.1	2	0.2
Third	12	1.5	29	3.6	59	7.4	4	0.5
1956-57								
First	3	0.4	10	1.3	59	7.9	1	0.1
Second	7	0.9	26	3.5	57	7.7	1	0.1
Third	20	2.7	37	5.0	47	6.3	2	0.2
1958-59								
First	5	0.5	10	1.0	75	8.0	5	0.5
Second	10	1.0	36	3.8	68	7.3	0	0.0
Third	19	2.0	39	4.1	65	6.9	0	0.0
1960-61								
First	9	0.8	10	0.9	79	7.5	4	0.3
Second	11	1.0	38	3.6	91	8.7	0	0.0
Third	21	2.0	42	4.0	56	5.3	5	0.4
1962-63								
First	2	0.1	19	1.5	103	8.3	6	0.4
Second	11	0.8	46	3.7	96	7.7	1	0.0
Third	30	2.4	52	4.2	79	6.4	7	0.5
Total								
First	21	0.4	58	1.2	383	8.0	18	0.3
Second	46	0.9	170	3.5	361	7.6	4	0.0
Third	102	2.1	199	4.2	306	6.4	18	0.3

TABLE XLV

PROBLEMS ENCOUNTERED AFTER GRADUATION FROM HIGH SCHOOL

Problems	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Accepting responsibility	56	12.4	64	13.9	66	11.5	79	11.8	89	12.1	354	12.2
Finding a job	28	6.2	24	5.2	44	7.6	56	8.4	62	8.4	214	7.4
Adjust. to acad. coll.	45	10.0	71	15.5	107	18.7	111	16.6	116	15.8	450	15.6
Adjust. to social. coll.	36	8.0	25	5.4	42	7.3	64	9.6	45	6.1	212	7.3
Adjust. to married life	33	7.3	39	8.5	47	8.2	47	7.0	47	6.4	213	7.3
Financial problems	74	16.4	71	15.5	90	15.7	103	15.4	113	15.4	451	15.6
Getting out on own	41	9.1	43	9.3	58	10.1	64	9.6	68	9.2	274	9.5
No problems	118	26.2	97	21.1	101	17.6	117	17.5	168	22.9	601	20.8
Other	19	4.2	24	5.2	17	2.9	25	3.7	25	3.4	110	3.8
Total	450	100.0	458	100.0	572	100.0	666	100.0	733	100.0	2879	100.0

TABLE XLVI

LEISURE TIME ACTIVITIES

Activity	1954-1958						1959-1963					
	1st Choice		2nd Choice		3rd Choice		1st Choice		2nd Choice		3rd Choice	
	N	%	N	%	N	%	N	%	N	%	N	%
Reading	187	9.5	152	7.7	133	6.7	255	9.2	192	6.9	156	5.6
Sports (spect.)	46	2.3	88	4.4	53	2.6	62	2.2	141	5.1	70	2.5
Sports (part.)	174	8.8	86	4.3	46	2.3	264	9.5	108	3.9	79	2.8
Gardening	12	0.6	48	2.4	44	2.2	7	0.2	23	0.8	26	0.9
Sewing	72	3.6	53	2.6	43	2.1	100	3.6	91	3.2	76	2.7
Fine Arts (spect.)	21	1.0	58	2.9	45	2.2	25	0.9	83	3.0	70	2.5
Fine Arts (part.)	36	1.8	30	1.5	24	1.2	62	2.2	46	1.6	33	1.1
Parties	25	1.2	55	2.7	87	4.4	35	1.2	102	3.6	134	4.8
Movies & TV	27	1.3	61	3.1	140	7.1	48	1.7	106	3.8	200	7.2
None	0	0.0	0	0.0	2	0.1	3	0.1	2	0.0	2	0.0
Other	60	3.0	26	1.3	32	1.6	71	2.5	28	1.0	59	2.1

TABLE XLVI--Continued

Activity	Total					
	1st Choice		2nd Choice		3rd Choice	
	N	%	N	%	N	%
Reading	442	9.3	344	7.2	289	6.1
Sports (spect.)	108	2.2	229	4.8	123	2.6
Sports (part.)	438	9.2	194	4.1	125	2.6
Gardening	19	0.4	71	1.5	70	1.4
Sewing	172	3.6	144	3.0	119	2.5
Fine Arts (spect.)	46	0.9	141	2.9	115	2.4
Fine Arts (part.)	98	2.0	76	1.6	57	1.2
Parties	60	1.2	157	3.3	221	4.6
Movies & TV	75	1.5	167	3.5	340	7.1
None	3	0.0	2	0.0	4	0.0
Other	131	2.7	54	1.1	91	1.9

TABLE XLVII

OCCUPATIONAL CATEGORIES OF THE RESPONDENTS

Occupational Categories & Divisions	1954-1958 M	1954-1958 F	1959-1963 M	1959-1963 F	Total M	Total F
	%		%		%	
Professional, Tech, & Managerial						
Architecture & engineering	6.2	0.4	14.8	0.7	21.0	1.1
Mathematics & physical sciences	1.0	0.1	0.3	0.2	1.3	0.3
Life sciences	0.1	0.0	0.1	0.0	0.2	0.0
Social sciences	0.2	0.1	0.4	0.3	0.6	0.4
Medicine & health	1.0	1.0	0.6	2.5	1.7	3.6
Education	3.3	2.9	1.6	5.0	4.9	8.0
Museum, libr. & archival	0.1	0.0	0.1	0.0	0.2	0.0
Law and jurisprudence	0.6	0.0	0.3	0.0	0.9	0.0
Religion & theology	0.0	0.0	0.1	0.0	0.1	0.0
Writing	0.0	0.0	0.0	0.0	0.0	0.0
Art	0.0	0.0	0.0	0.0	0.0	0.0
Entertainment & recreation	0.0	0.3	0.0	0.1	0.0	0.4
Administrative specializations	2.2	0.3	0.8	0.1	3.1	0.4
Managers & officials, n.e.c.*	2.6	0.3	2.5	0.5	5.2	0.8
Miscellaneous prof., tech., manag.	0.2	0.0	0.1	0.0	0.3	0.0
Clerical & Sales						
Stenography, typing, filing, etc.	0.0	3.2	0.1	6.9	0.1	10.1
Computing & account-recording	0.7	1.3	1.7	3.1	[illegible]	4.4
Material & production recording	0.1	0.2	0.1	0.6	0.2	0.8
Information & message distribut.	0.6	0.3	0.5	0.7	1.1	1.0
Misc. clerical	0.1	0.0	0.1	0.5	0.2	0.5
Salesmen, services	0.1	0.0	0.2	0.0	0.3	0.0
Salesmen & salespersons, commodit.	1.9	0.6	2.4	0.5	4.3	1.1
Merchandising, except salesmen	0.3	0.0	0.3	0.8	0.6	0.8

*Refers to occupations "not elsewhere classified."

TABLE XLVII--Continued

Occupational Categories & Divisions	1954-1958		1959-1963		Total	
	M	F	M	F	M	F
	%		%		%	
Service Occupations						
Domestic services	0.0	0.2	0.3	0.2	0.3	0.4
Food & beverage preparation	0.0	0.3	0.2	0.6	0.2	0.9
Lodging & kindred	0.1	0.0	0.1	0.0	0.2	0.0
Barbering, cosmetology & kindred	0.1	0.2	0.1	0.7	0.2	0.9
Amusement & recreation	0.0	0.2	0.2	0.1	0.2	0.3
Miscellaneous personal service	0.1	0.5	0.1	0.3	0.2	0.8
Apparel & furnishings	0.0	0.0	0.0	0.0	0.0	0.0
Protective services	0.9	0.0	0.7	0.0	1.7	0.0
Building & kindred	0.1	0.0	0.7	0.0	0.8	0.0
Plant farming	0.3	0.0	0.7	0.0	1.0	0.0
Animal farming	0.4	0.0	0.1	0.0	0.5	0.0
Misc. farming & kindred	1.3	0.0	0.6	0.0	2.0	0.0
Fishery & kindred	0.0	0.0	0.0	0.0	0.0	0.0
Forestry	0.1	0.0	0.2	0.0	0.3	0.0
Hunting, trapping & kindred	0.0	0.0	0.0	0.0	0.0	0.0
Agriculture service	0.1	0.0	0.1	0.0	0.2	0.0
Processing Occupations						
Metal	0.0	0.1	0.0	0.0	0.0	0.1
Ore refining & foundry	0.0	0.0	0.1	0.0	0.1	0.0
Food, tobacco, & related	0.1	0.3	0.6	0.3	0.7	0.6
Paper & related	0.0	0.0	0.0	0.0	0.0	0.0
Petroleum, coal, & natural gas	0.1	0.0	0.0	0.0	0.1	0.0
Chemicals, plastics, rubber, paint	0.1	0.0	0.1	0.0	0.2	0.0
Wood & wood products	0.0	0.0	0.0	0.0	0.0	0.0
Stone, clay, glass & related	0.0	0.0	0.0	0.0	0.0	0.0
Leather, textiles & related	0.0	0.0	0.0	0.0	0.0	0.0
Processing occupations, nec.	0.0	0.1	0.0	0.0	0.0	0.1

TABLE XLVII--Continued

Occupational Categories & Divisions	1954-1958 M	1954-1958 F	1959-1963 M	1959-1963 F	Total M	Total F
	%		%		%	
Machine Trades Occupations						
Metal machining	0.3	0.0	0.8	0.1	1.1	0.1
Metalworking occupations, n.e.c.	0.1	0.0	0.0	0.0	0.1	0.0
Mechanics & machinery repairmen	0.2	0.0	0.4	0.0	0.6	0.0
Paperworking occupations	0.0	0.0	0.0	0.0	0.0	0.0
Printing occupations	0.1	0.0	0.1	0.0	0.2	0.0
Wood machining	0.0	0.0	0.0	0.0	0.0	0.0
Machining stone, clay, glass	0.0	0.0	0.0	0.0	0.0	0.0
Textile occupations	0.0	0.0	0.0	0.0	0.0	0.0
Machine trades, n.e.c.	0.0	0.0	0.0	0.0	0.0	0.0
Bench Work Occupations						
Fabrication, assembly metal products	0.3	0.0	0.4	0.0	0.7	0.0
Fabrication assembly & repair of scientific & medical apparatus	0.6	0.0	0.1	0.0	0.7	0.0
Assembly & repair of elect. equip.	0.6	0.0	0.4	0.0	1.0	0.0
Fabr. & repair of assort. materials	0.0	0.0	0.0	0.0	0.0	0.0
Painting, decorating and related	0.0	0.0	0.1	0.0	0.1	0.0
Fabr. & repair of plastics, synthetics	0.0	0.0	0.1	0.0	0.1	0.0
Fabr. & repair of wood products	0.1	0.0	0.3	0.0	0.4	0.0
Fabr. & repair of sand, stone, clay & glass products	0.0	0.0	0.3	0.1	0.3	0.1
Fabr. & repair of textile, leather	0.1	0.0	0.0	0.0	0.1	0.0
Bench work, n.e.c.	0.0	0.0	0.0	0.0	0.0	0.0

TABLE XLVII--Continued

Occupational Categories & Divisions	1954-1958		1959-1963		Total	
	M	F	M	F	M	F
	%		%		%	
Structural Work Occupations						
Metal fabricating, n.e.c.	0.1	0.0	0.2	0.0	0.3	0.0
Welders, flame cutters, & kindred	0.4	0.0	0.7	0.0	1.1	0.0
Electrical assembl., installing & repairing occu.	0.5	0.1	0.2	0.0	0.7	0.1
Painting, plastering, cementing & related	0.1	0.0	0.2	0.0	0.3	0.0
Excavating, grading, paving & related	0.0	0.0	0.0	0.0	0.0	0.0
Construction occupations, n.e.c.	0.3	0.0	0.3	0.0	0.6	0.0
Structural work occupations, n.e.c.	0.0	0.0	0.1	0.0	0.1	0.0
Miscellaneous Occupations						
Motor freight occupations	0.5	0.0	0.1	0.0	0.6	0.0
Transportation occupations, n.e.c.	0.4	0.0	1.1	0.0	1.6	0.0
Packaging & materials handling occu.	0.2	0.0	0.3	0.0	0.5	0.0
Occupations in extraction of minerals	0.0	0.0	0.0	0.0	0.0	0.0
Occupations in logging	0.0	0.0	0.0	0.0	0.0	0.0
Production & distribution of utilities	0.1	0.0	0.1	0.0	0.2	0.0
Amusement, recreation, & motion picture, n.e.c.	0.1	0.0	0.1	0.0	0.2	0.0
Occupations in graphic art work	0.3	0.1	0.3	0.2	0.6	0.3
Unclassified						
Armed forces	1.4	0.0	4.2	0.1	5.7	0.1
Housewife	0.0	22.8	0.1	20.7	0.1	43.5

TABLE XLVIII

OCCUPATIONAL LEVELS OF RESPONDENTS

Level	1954-1958		1959-1963		Total	
	%		%		%	
	M	F	M	F	M	F
Professional & managerial (higher)	5.0	0.0	0.5	0.0	2.5	0.0
Professional, managerial & tech. (lower)	23.3	7.8	10.9	11.1	16.4	9.7
Semi-professional, small business & tech.	23.6	5.2	9.8	4.5	15.9	4.8
Skilled	11.6	4.5	18.1	6.6	15.2	5.6
Semi-skilled	6.4	10.9	13.7	20.7	10.5	16.4
Unskilled	0.2	0.9	2.2	1.3	1.3	1.1

TABLE XLIX

PRESENT STATUS OF RESPONDENTS

Status	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Unemployed	2	.7	4	1.6	7	2.2	10	2.8	16	3.7	39	2.4
Employ. Full-time	131	48.5	109	43.7	126	39.8	147	41.8	119	28.1	632	39.3
Employ. Part-time	22	8.1	16	6.4	19	6.0	15	4.2	25	5.9	97	6.0
Housewife	87	32.2	77	30.9	94	29.7	68	19.3	65	15.4	391	24.3
Armed Forces	3	1.1	9	3.6	5	1.5	17	4.8	28	6.6	62	3.8
College Full-time	8	2.9	8	3.2	25	7.9	51	14.5	115	27.2	207	12.8
Working-College: Part-time	2	0.7	1	0.4	4	1.2	7	1.9	18	4.2	32	1.9
Working Full-time College Part-time	7	2.5	10	4.0	12	3.7	14	3.9	12	2.8	55	3.4
Other	8	2.9	15	6.0	24	7.5	22	6.2	24	5.6	93	5.7
Total	270	100.0	249	100.0	316	100.0	351	100.0	422	100.0	1608	100.0

TABLE L

DEGREE OF JOB SATISFACTION

Satisfaction	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Employed	48	17.8	52	20.9	71	23.4	74	21.5	162	38.5	407	25.7
Very Satisfied	146	54.2	130	52.4	153	50.4	160	46.6	151	35.9	740	46.7
Somewhat Satisfied	65	24.1	54	21.7	63	20.7	83	24.1	82	19.5	347	21.9
Dissatisfied	5	1.8	10	4.0	6	1.9	15	4.3	14	3.3	50	3.1
Very Dissatisfied	5	1.8	2	0.8	10	3.3	11	3.2	11	2.6	39	2.4
Total	269	100.0	248	100.0	303	100.0	343	100.0	420	100.0	1583	100.0

TABLE LI

JOB FACTORS FAVORED BY RESPONDENTS

Job Factors	1954-1958			1959-1963			Total		
	Choice	Choice	Choice	Choice	Choice	Choice	Choice	Choice	Choice
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
	%	%	%	%	%	%	%	%	%
Not employed	13.5	0.1	0.6	17.6	0.0	0.6	31.1	0.1	1.2
Good pay	4.3	4.7	5.6	4.4	3.8	4.2	8.7	8.5	9.8
Security	3.0	4.6	5.0	3.4	3.4	4.3	6.4	8.0	9.3
Fringe benefits	0.6	3.1	3.1	0.7	3.4	2.9	1.3	6.5	6.0
Nature of work	16.3	5.0	2.9	13.8	4.4	3.8	30.1	9.4	6.7
Hours of work	1.6	4.4	3.7	1.4	5.0	3.9	3.0	9.4	7.6
Social	0.2	0.5	1.8	0.2	1.3	2.5	0.4	1.8	4.3
Advancement	1.1	5.1	3.7	1.8	4.6	3.3	2.9	9.7	7.0
Other	1.1	1.0	2.0	0.7	0.6	2.7	1.8	1.6	4.7

TABLE LII

AGENCIES MOST HELPFUL IN FINDING A JOB

Agencies	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Private employ. agen.	51	21.3	49	22.0	59	20.2	47	14.5	58	15.3	264	18.1
State employ. office	11	4.6	7	3.1	11	3.7	13	4.0	11	2.9	53	3.6
High school officials	3	1.2	6	2.7	11	3.7	16	4.9	36	9.5	72	4.9
Parents	57	23.8	59	26.5	63	21.6	74	22.9	111	29.4	364	25.0
Friends & neighbors	3	1.2	4	1.8	8	2.7	5	1.2	2	0.5	21	1.4
Union halls	40	16.7	31	13.9	57	19.5	77	23.8	68	18.0	273	18.8
College place. office	46	19.2	42	18.9	52	17.8	63	19.5	60	15.9	263	18.1
Other	28	12.0	24	11.1	30	10.8	28	9.2	24	8.5	142	10.1
Total	239	100.0	222	100.0	291	100.0	323	100.0	370	100.0	1452	100.0

TABLE LIII

INDIVIDUAL INCOME LEVELS

Income Level	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Not employed	88	33.5	77	32.3	94	32.1	99	29.2	175	42.6	533	34.6
Less $3,000	17	6.4	18	7.5	31	10.6	48	14.2	97	23.6	211	13.7
$3,000--$5,000	26	9.9	23	9.6	42	14.3	71	21.0	82	20.0	244	15.8
$5,000--$7,000	32	12.2	41	17.2	67	22.9	65	19.2	36	8.7	241	15.6
$7,000--$9,000	37	14.1	39	16.3	31	10.6	41	12.1	15	3.6	163	10.5
$9,000--$11,000	32	12.2	28	11.7	18	6.1	10	2.9	3	0.7	91	5.9
$11,000--$15,000	23	8.7	10	4.2	6	2.0	3	0.8	1	0.2	43	2.7
$15,000--$19,000	5	1.9	1	0.4	2	0.6	1	0.2	0	0.0	9	0.5
$20,000 plus	2	0.7	1	0.4	1	0.3	0	0.0	1	0.2	5	0.3
Total	262	100.0	238	100.0	292	100.0	338	100.0	410	100.0	1540	100.0

TABLE LIV

TOTAL FAMILY INCOME

Income Level	1954-55		1956-57		1958-59		1960-61		1962-63		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less $3,000	2	1.3	2	1.3	7	3.3	19	7.8	39	16.7	69	6.0
$3,000--$5,000	13	5.4	16	7.2	24	9.8	43	16.7	55	23.3	151	12.6
$5,000--$7,000	43	18.1	43	19.4	52	21.3	73	28.5	60	25.4	271	22.7
$7,000--$9,000	50	21.0	55	24.8	66	27.1	60	23.4	44	18.6	275	23.0
$9,000--$11,000	61	25.7	66	29.8	57	23.4	32	12.5	22	9.3	238	19.9
$11,000--$15,000	46	19.4	28	12.6	29	11.9	24	9.3	14	5.9	141	11.8
$15,000--$19,000	13	5.4	9	4.0	8	3.2	3	1.1	1	0.4	34	2.8
$20,000 plus	9	3.7	2	0.9	0	0.0	2	0.7	1	0.4	14	1.1
Total	237	100.0	221	100.0	243	100.0	256	100.0	236	100.0	1193	100.0

TABLE LV

GEOGRAPHIC LOCATION OF EMPLOYMENT

Location	1954-1958				1959-1963				Total			
	%		%		%		%		%		%	
	M	F	M	F	M	F	M	F	M	F	M	F
Pocatello	2	5	0.4	1.1	11	12	1.9	2.1	13	17	1.2	1.6
Idaho Falls	94	47	21.0	10.5	106	81	18.7	14.3	200	128	19.7	12.6
Southeastern Idaho	31	5	6.9	1.1	12	10	2.1	1.7	43	15	4.2	1.4
Northeastern Idaho	3	4	0.6	0.8	5	3	0.8	0.5	8	7	0.7	0.6
Magic Valley	5	2	1.1	0.4	2	3	0.3	0.5	7	5	0.6	0.4
Boise Valley	4	6	0.8	1.3	6	7	1.0	1.2	10	13	0.9	1.2
Northern Idaho	3	3	0.6	0.6	5	0	0.8	0.0	8	3	0.7	0.2
California	47	27	10.5	6.0	31	35	5.4	6.2	78	62	7.7	6.1
Utah	26	15	5.8	3.3	39	39	6.9	6.9	65	54	6.4	5.3
Pacific coast states	26	15	5.8	3.3	19	19	3.3	3.3	45	34	4.4	3.3
Mountain states	21	7	4.6	1.5	11	16	1.9	2.8	32	23	3.1	2.2
Central states	8	10	1.7	2.2	13	16	2.3	2.8	21	26	2.0	2.5
Eastern states	10	7	2.2	1.5	16	16	2.8	2.8	26	23	2.5	2.2
Foreign countries	13	1	2.9	0.2	22	9	3.9	1.5	35	10	3.4	0.9

TABLE LVI

A COMPARISON OF OCCUPATIONAL LEVEL TO GEOGRAPHIC LOCATION OF EMPLOYMENT

Location	Level											
	Professional (higher)		Prof. Manag. (lower)		Semi-Prof. & Technical		Skilled		Semi-Skilled		Unskilled	
	N	%	N	%	N	%	N	%	N	%	N	%
Pocatello	0	0.0	7	2.9	3	1.5	6	3.0	10	4.0	1	5.0
Idaho Falls	2	8.6	45	18.6	61	32.2	86	44.1	102	41.6	10	50.0
Southeastern Idaho	0	0.0	9	3.7	17	8.9	18	9.2	11	4.4	0	0.0
Northeastern Idaho	0	0.0	3	1.2	5	2.6	3	1.5	1	0.4	0	0.0
Magic Valley	1	4.3	1	0.4	3	1.5	2	1.0	2	0.8	0	0.0
Boise Valley	2	8.6	8	3.3	2	1.0	3	1.5	6	2.4	0	0.0
Northern Idaho	0	0.0	5	2.0	0	0.0	0	0.0	4	1.6	1	5.0
California	4	17.3	35	14.5	28	14.8	24	12.3	29	11.8	1	5.0
Utah	5	21.7	33	13.6	25	13.2	18	9.2	23	9.3	2	10.0
Pacific coast	4	17.3	29	12.0	13	6.8	13	6.6	13	5.3	1	5.0
Mountain states	1	4.3	21	8.7	9	4.7	7	3.5	4	1.6	3	15.0
Central states	1	4.3	16	6.6	7	3.7	5	2.5	12	4.8	0	0.0
Eastern states	1	4.3	22	9.1	7	3.7	4	2.0	11	4.4	1	5.0
Foreign countries	2	8.6	7	2.9	9	4.7	6	3.0	17	6.9	0	0.0

TABLE LVII

Intercorrelations of Twenty Ranked Variables

For 1954-1958 Female Respondents

Variables		Educ. Level & Occupat. Inform.								Class Rank and Grade Points							Number of Classes				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Educ. Attainment	1	1.00																			
First full-time job	2	.76	1.00																		
Present job	3	.77	.75	1.00																	
Job satisfaction	4	.29	.36	.23	1.00																
Most common job	5	.77	.81	.92	.38	1.00															
Father's job	6	.46	.53	.41	.30	.45	1.00														
Individual income	7	.30	.36	.18	.22	.37	.23	1.00													
Family income	8	.25	.35	.30	.35	.28	.35	.24	1.00												
Class rank	9	.41	.40	.30	.54	.62	.38	.26	.35	1.00											
Cu. Gr. point	10	.39	.37	.46	.25	.37	.35	.16	.12	.83	1.00										
English gr. point	11	.44	.43	.45	.16	.40	.31	.24	.17	.77	.86	1.00									
Math gr. point	12	.32	.38	.32	.26	.33	.30	.18	.17	.63	.98	.99	1.00								
Science gr. point	13	.31	.34	.35	.25	.36	.26	.26	.16	.64	.71	.64	.55	1.00							
Commer. gr. point	14	.34	.44	.42	.25	.41	.40	.23	.22	.68	.93	.99	.53	.92	1.00						
Vocat. gr. points	15	.32	.77	.88	.60	.89	.03	.11	.07	.99	.00	.00	.00	.00	.00	1.00					
English	16	.37	.36	.28	.15	.32	.31	.16	.22	.36	.08	.25	.10	.11	.10	-.24	1.00				
Math	17	.39	.50	.54	.46	.56	.42	.40	.35	.33	.33	.31	.37	.36	.34	.64	.24	1.00			
Science	18	.43	.50	.36	.32	.41	.38	.35	.37	.36	.33	.35	.33	.18	.39	.86	.34	.41	1.00		
Commercial	19	-.08	-.03	-.02	.34	.00	-.08	.13	-.00	.08	.00	-.07	.24	.15	.03	.07	-.17	.25	-.09	1.00	
Vocational	20	.25	.22	.78	.62	.54	.33	-.21	.60	.97	.15	.09	.84	.29	.17	.12	-.23	.46	.47	.17	1.00

N=352

TABLE LVIII

Intercorrelations of Twenty Ranked Variables

For 1954-1958 Male Respondents

Variables		Educ. Level & Occupat. Inform.								Class Rank and Grade Points							Number of Classes				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Educ. Attainment	1	1.00																			
First full-time job	2	.56	1.00																		
Present job	3	.75	.68	1.00																	
Job satisfaction	4	.31	.30	.43	1.00																
Most common job	5	.68	.63	.91	.40	1.00															
Father's job	6	.37	.39	.42	.38	.38	1.00														
Individual income	7	.24	.26	.37	.33	.40	.24	1.00													
Family income	8	.23	.24	.38	.31	.41	.36	.86	1.00												
Class rank	9	.64	.59	.62	.40	.43	.39	.08	.33	1.00											
Cu. Gr. point	10	.55	.41	.56	.28	.51	.23	.22	.25	.79	1.00										
English gr. point	11	.57	.47	.58	2.4	.55	.27	.19	.23	.85	.80	1.00									
Math gr. point	12	.43	.36	.46	.23	.37	.29	.12	.22	.73	.97	.96	1.00								
Science gr. point	13	.54	.48	.49	.20	.40	.28	.14	.26	.67	.74	.70	.70	1.00							
Commer. gr. point	14	.44	.44	.49	.29	.43	.33	.22	.29	.69	.93	.91	.62	.98	1.00						
Vocat. gr. point	15	.35	.31	.45	.41	.47	.38	.26	.29	.79	.11	.03	.66	.41	.73	1.00					
English	16	.29	.21	.21	.16	.22	.17	.09	.10	-.01	-.11	-.10	.09	-.14	.08	-.17	1.00				
Math	17	.32	.26	.27	.25	.26	.23	.11	.24	.37	.31	.59	.30	.15	.40	.47	.30	1.00			
Science	18	.28	.32	.34	.23	.25	.20	.09	.24	.28	.18	.04	-.05	.09	.15	.25	.20	.47	1.00		
Commercial	19	.14	.22	.16	.31	.19	.35	.20	.29	.23	.62	.38	.36	.62	.51	.58	.27	.20	.17	1.00	
Vocational	20	.01	-.03	.04	.14	.06	.18	.11	.09	.43	-.41	.00	.46	-.36	.11	.01	-.07	.20	.01	.29	1.00

N=312

TABLE LVIX

Intercorrelations of Twenty Ranked Variables

For 1959-1963 Female Respondents

		Educ. Level & Occupat. Inform.								Class Rank and Grade Points							Class Rank and Grade Points				
Variables		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Educ. Attainment	1	1.00																			
First full-time job	2	.73	1.00																		
Present job	3	.70	.81	1.00																	
Job satisfaction	4	.21	.40	.32	1.00																
Most common job	5	.73	.88	.92	.40	1.00															
Father's job	6	.35	.48	.35	.26	.42	1.00														
Individual income	7	.40	.46	.30	.12	.46	.19	1.00													
Family income	8	.22	.37	.51	.56	.50	.29	.37	1.00												
Class rank	9	.40	.48	.54	.32	.50	.33	.26	.25	1.00											
Cu. gr. point	10	.37	.36	.32	.14	.29	.37	.16	.22	.92	1.00										
English gr. point	11	.33	.38	.28	.14	.27	.35	.10	.23	.80	.84	1.00									
Math gr. point	12	.35	.35	.53	.18	.43	.31	.20	.18	.69	.81	.78	1.00								
Science gr. point	13	.29	.34	.31	.20	.38	.35	.19	.20	.67	.98	.97	.65	1.00							
Commer. gr. point	14	.31	.28	.22	.23	.23	.33	.24	.23	.71	.77	.63	.57	.99	1.00						
Vocat. gr. point	15	.41	.29	.78	.45	.49	.72	.33	.68	.16	-.16	-.00	-.10	-.11	-.00	1.00					
English	16	.31	.31	.25	.10	.29	.13	.19	.15	.16	.09	.11	.08	.08	.06	-.18	1.00				
Math	17	.32	.42	.35	.35	.36	.31	.24	.28	.36	.27	.26	.28	.26	.30	.44	.32	1.00			
Science	18	.28	.35	.34	.24	.36	.31	.19	.05	.28	.24	.29	.23	.20	.26	.53	.19	.38	1.00		
Commercial	19	-.05	.10	-.01	.23	.03	.00	.12	.17	.03	-.12	-.10	-.00	-.03	.00	.39	-.02	.18	.05	1.00	
Vocational	20	.65	.56	.91	.72	.68	.24	.22	.71	.25	-.28	-.02	.13	-.11	.10	.21	.10	.44	.54	.36	1.00

N=402

TABLE LX

Intercorrelations of Twenty Ranked Variables

For 1959-1963 Male Respondents

Variables		Educ. Level & Occupat. Inform.								Class Rank and Grade Points							Number of Classes				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Educ. attainment	1	1.00																			
First full-time job	2	.66	1.00																		
Present job	3	.62	.75	1.00																	
Job satisfaction	4	.34	.35	.30	1.00																
Most common job	5	.50	.70	.79	.30	1.00															
Father's job	6	.25	.45	.42	.26	.28	1.00														
Individual income	7	.24	.33	.33	.31	.49	-.02	1.00													
Family income	8	.17	.42	.40	.40	.37	.18	.72	1.00												
Class rank	9	.36	.50	.49	.39	.30	.35	-.10	.20	1.00											
Cu. gr. point	10	.35	.44	.40	.24	.16	.29	-.21	-.09	.93	1.00										
English gr. point	11	.35	.45	.40	.26	.17	.29	-.16	-.03	.85	.86	1.00									
Math gr. point	12	.28	.37	.33	.30	.16	.26	-.20	-.07	.75	.76	.69	1.00								
Science gr. point	13	.35	.40	.42	.26	.19	.24	-.15	-.04	.75	.78	.72	.66	1.00							
Commer. gr. point	14	.28	.43	.49	.43	.21	.33	-.13	.14	.73	.84	.86	.89	.88	1.00						
Vocat. gr. points	15	.15	.37	.30	.25	.26	.18	.00	.31	.47	-.00	-.00	-.00	-.00	.22	1.00					
English	16	.28	.25	.21	.14	.10	.19	-.05	.07	.26	.24	.22	.15	.22	.11	.00	1.00				
Math	17	.30	.30	.21	.23	.12	.33	-.10	.05	.38	.41	.39	.37	.38	.27	.10	.17	1.00			
Science	18	.30	.21	.24	.16	.06	.23	-.11	.05	.34	.36	.36	.30	.38	.27	.01	.23	.49	1.00		
Commercial	19	.22	.35	.34	.40	.31	.18	.27	.37	.17	.10	.08	.16	.09	.25	.28	.18	.11	.11	1.00	
Vocational	20	.19	.34	.35	.37	.29	.15	.19	.41	.15	.07	-.01	.11	-.00	.34	.25	-.06	.04	-.06	.40	1.00

N=445